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ABSTRACT

Data for the evaluation of the Rio Hondo Exploratory College were obtained from a review of the literature and background materials, interviews with faculty, staff, and the board of trustees, and questionnaires administered to faculty and students. According to planning documents and the perceptions of administrators and staff at Rio Hondo College, the Exploratory College was supposed to lead students to: make career choices, gain personal development, understand the relationships among academic disciplines, participate in their community, explore various academic paths, and learn what they would in an unpressured environment. It was also to offer faculty a chance to develop new forms of curriculum and instruction and demonstrate and disseminate new ideas. With such a variety and number of expectations, the college cannot help to meet every expectation. The college has allowed students to explore various academic disciplines but not helped them less to make career choices. The college has allowed participants to learn in an unpressured environment, but has not developed more community participation. In view of the conservative nature of the students at the community college, the exploratory college has been quite successful in attracting between 130 and 150 students per term. The exploratory college is unlikely to expand either its enrollment or its curriculum because by its nature, a program such as this will not attract large numbers of students or faculty. (KM)

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THE RIO HONDO EXPLORATORY COLLEGE

1970-1974

AN EVALUATION BY ARTHUR M. COHEN AND FLORENCE B. BRAWER

University of California, Los Angeles

March, 1974

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Introduction

There are many ways of assessing an experimental college. The college can be evaluated as being one of a type; that is, on the basis of how well it fits the class of experimental colleges to which it belongs. Another approach is to determine how well it serves the population of students it was set up to serve. A third way is to assess the impact of the experimental endeavor on the campus of which it is a part. And still another is to detail the extent to which the college meets the criteria that its founders set up for it.

Our evaluation of the Rio Hondo Exploratory College combines elements of all these forms. It begins with a statement on experimental colleges within community colleges--why they are established, the problems they face--and continues with a determination of why the Exploratory College was established, what it is trying to do, and its relative successes and failures. The report concludes with a number of interpretations and recommendations.

Data for this report were obtained through reviewing the literature on experimental colleges; by examining planning documents, brochures, internal evaluative reports, and other background material prepared by Rio Hondo staff members; by interviewing members of the faculty, staff, and board of trustees; and by administering especially designed inquiry forms to the Rio Hondo faculty and to various subgroups of students. The Rio Hondo faculty, administrators, students, and trustees were quite generous in consenting to be interviewed, filling out questionnaires, and providing access to pertinent documents. This narrative incorporates their responses and impressions along with our own interpretations of the data.

The Experimental College in America

In order to relate the Exploratory College to other efforts at experimentation, we have conducted a search of the literature on experimental institutions in American higher education and have interviewed several people who have been involved with these types of endeavors. This review has led to several definitions and conclusions about the experimental college as a type of institution.

The reasons why experimental colleges have developed as self-standing institutions or as colleges within colleges seem to cluster around the idea of the post-secondary institution as a teaching institution. Experimental colleges typically fail to include the element of research and scholarship that pervades the broader university. Thus the idea of the experimental college falls directly within the stated purposes of the two-year community college--to teach, not to conduct research. Further, the traditional institutions of home and church that have provided maturing experiences for youth have diminished in their effect; therefore, the college as the next social institution in line has been seen as the agency that should take up the burden of bringing young people into the society, of assisting them to find their place and to develop their own life and life style. Experimental colleges strive toward this goal.

Another view of experimental colleges takes a narrower interpretation, seeing these ventures as a safety valve for the traditional college that has failed to meet everyone's expectations. It is inevitable that an institution that promises to assist in the development of individual personality, to provide credentials for positions in the work place, to develop saleable skills, to broaden intellectual and emotional horizons, to transmit culture and values, and to remedy educational defects occa-

sioned by earlier schools that fail to live up to their promises, would disappoint at least some of its clients. Alternatives are needed to allay their frustrations. In this case, then, the experimental college is an attempt to provide a different type of institution that promises to deliver, at least in part, to a portion of the population that which the larger institution cannot provide.

Several criteria for experimental colleges can be noted by way of defining this class of institution. Most experimental colleges have developed as colleges within larger institutions that are centered around residential clusters. They are built on new programs rather than being revisions of pre-existing programs. These colleges within colleges are small. The experimental college may offer a program for special types of students--the academically handicapped or the gifted or those with particular interests--or it may be of more general appeal. By definition, an experimental college also has a statement of purpose, a set of particular reasons why it was developed. However, this statement may or may not be enunciated in writing and, indeed, may be only implicitly realized by participants not involved in its inception.

Several themes persist as one peruses the literature of experimental colleges within colleges. These programs typically merge counseling with instruction, this mitigating the separation that has arisen between these two functions on most campuses. Experimental colleges also frequently operate without grades or normative ranking of students. The curriculum of the experimental college is typically interdisciplinary and student input to the curriculum plan is anticipated and encouraged. Some of these colleges attempt off-campus learning experiences for their students and contract learning or independent study is often a feature. Flexible

timing or scheduling of classes is frequently seen. In nearly all cases, the intent is to bring a personal element to the campus by developing a sense of community among students and faculty who are involved in the experimental college. And invariably, experimental colleges begin with high expectations for what they can accomplish.

Experimental colleges take several forms. Some colleges have set themselves up in very particularized ways to perform specific functions. Frequently, these are colleges within colleges that are devoted to providing specialized experiences in separate environments. Such cluster colleges as those at the University of California, Santa Cruz, and at the University of the Pacific are examples of this type. A second type of experimental college is the sub-unit set up and run by students of a larger institution. There are numerous examples of student-run colleges constantly being formed, reformed, and abandoned on campuses across the country. A third type of experimental college is the separate unit within a traditional campus. This type of structure is typically arranged to serve particular types of students or to afford specialized instruction in areas that are perceived as being too diffuse within the regular program.

Experimental colleges within community colleges are not prevalent. The community college as a cluster of independent colleges is especially rare, probably because the idea of the cluster college differs little from the idealized version of the small college that sequesters itself apart from the broader community--a mode of operation that is antithetical to the community college ethos. Indeed, while a few colleges have tried cluster college organization, results have been mixed. For example, the College of DuPage (Illinois) has devised a cluster college mode but it

is not clearly defined. Certain faculty are identified as being members of each cluster but the student body in each is an amorphous group who may or may not be taking all or most of their courses within the cluster. Nor has the definition of autonomy and responsibility for each cluster been clearly defined as it relates either to other clusters or to the central administration.

Student-run colleges as adjuncts to two-year colleges are even more rare. This is understandable because the short time that students are involved with two-year colleges and the nonresidential character of most of these institutions mitigate the coalescence of a group of like-minded people determined to pursue their own education in their own way. In four-year institutions where these types of colleges have developed, students have assumed responsibility for defining the curriculum, employing staff, and making all types of administrative decisions. From an educational stand point, these are high risk ventures.

A type of experimental college that has developed apparently successfully within the community college format is one in which the entire institution operates quite differently from other two-year colleges. La Guardia Community College of the City University of New York is designed to offer an academic and career education program to underachieving students from the 10th grade through the community college years in a five-year educational plan. Basic skills training is provided in the context of career exploration along with an interdisciplinary curriculum. The La Guardia College plan includes cooperative work education with the goal that all students will have been placed in jobs by the conclusion of their second year of affiliation with the institution.

However, an entire college organized as an experimental college is unusual. More prevalent is the experimental program--less a separate college or division than an ad hoc group of staff members who, with administrative sanction, devise a special sequence of courses and other experiences for special groups of students. The "exploratory year" at Greenfield Community College (Mass.)--a model program of occupational exploration for students who are uncertain about their vocational goals--fits this category. The program began in the spring semester of 1972-1973, enrolling twenty-six first semester freshmen who were unsure of their future career plans. Students enrolled in four courses: introductory English, psychology, speech, and the sociology of work. The sociology course, which was the core of the program, was designed to create a program in which participants could comfortably merge hard career data with significant life-style choices. This course had four components: classroom work in sociology of work; a ten week independent study of some aspect of the sociology of work; eight mini-courses presenting data about various life style choices (the student was required to attend at least three); and a two to three week work placement during which no other courses were taken. Participants generally felt that the program was valuable: twenty-four of the twenty-six students were successfully helped in firming their occupational plans. On the basis of these results, the program was adopted as part of the regular school curriculum for the 1973-1974 school year.

Just as there are persistent themes in the development of experimental colleges, there are persistent results. First and foremost, for many reasons, experimental colleges tend to have a short life span.

Student enthusiasm wanes rapidly as they realize that the college does not (cannot) fulfill their expectations. Resources dry up when the supporting agent--whether an administrator, a college governing board, or an extramural funding agency--loses interest in the "experiment." Faculty turnover is high; the failure of expectation afflicts instructors as well as students. In short, centrifugal force characterizes the interaction among faculty, students, and supporting agents initially attracted by the grandiose claims of the founders.

Another phenomenon of most experimental colleges is that whether they originally intended serving a broad spectrum of students, or whether they were set up for specialized groups, certain types of students tend to cluster around them unless matriculation is strictly regulated. Students who are typically attracted to experimental colleges are reported as being self-centered, curious, creative, verbose, and utopian. They are rarely a cross-section of types of students who attend the institution at large. No matter how the college planners try to organize the experimental college to serve all types of students in particular ways, certain types of students seem to be attracted, thus making for a distinct program.

Another frequently seen effect of an experimental college is that the rank and file of the faculty object to the experiment. Some feel threatened by a group that has attained special support for engaging in its own type of preferred instruction. Many faculty members fail to understand the intent of the experiment--either through inadequate description on the part of the college planners or because the faculty do not want to understand. Some feel the broader institution is compromised by having a separate group within it, particularly because the goals of the experimental college are frequently much like an elaborate restatement

of the goals of the broader institution. Some faculty wish to maintain an authority relationship with their students and, because this type of relationship is mitigated in an experimental college, they take a dim view of the enterprise.

For the faculty within the experimental college, there are other problems. These instructors join the experiment because they are dissatisfied with the traditional pattern of rigid curriculum, fixed hours, grade marking, prerequisites, and other trappings that surround college teaching. They may be unclear as to viable options to these patterns, but they do feel that anything different is worth trying. As they become involved with the experimental college and undertake student counseling along with a fair portion of the administration of the subunit, they find their working day lengthened markedly. Fatigue and consequent disaffection afflicts them after a year or two.

Any assessment of the effect of experimental colleges in American higher education is difficult to verify because of the Hawthorne Effect. Many of the claims for success must be weighed against the fact that experimental colleges are almost invariably new--most fail within three years unless they are substantially modified. Most of the experimental ventures that have survived longer have done so by compromising their original principles; in order to avoid the charge of elitism or favoritism and/or in order to maintain their enrollment, they have had to broaden their offerings so that in time they have become barely distinguishable from the parent college. Here one can say that the institution itself has so co-opted the experiment that although it may survive, it really survives in name only.

Taken all in all, the experimental college within the community college faces a difficult future. Certain features of successful experimental colleges cannot easily be duplicated in the two-year community college. The residential or student cluster pattern is difficult to achieve in a commuter institution where the college is only one of many influences on the student's outlook. That is, in a commuter institution, competition for student attention is great and the probability of building a sense of community among students and faculty is low. In addition where faculty and students have little more in common than their dissatisfaction with traditional education, the building of something positive is difficult to arrange. And because faculty and students lack common interests, backgrounds, and goals, cooperation in planning and conduct of the educational program is not easy. The high expectations and inflated claims with which experimental colleges are launched also tend to lead quickly to disenchantment.

Nevertheless, the experimental college does seem to have a place within the community college if only because it offers the promise of community within what have become generally large, amorphous institutions. Experimental colleges provide a place where dissident faculty feel they are in control of their own instructional processes and where certain types of students feel they are particularly welcome. As such, the experimental college within the community college acts as a safety valve for pressures that might otherwise be vent in less productive arenas. For the institution this is rather like the person who has money in the bank "for a rainy day": it's nice to think and talk about even if one never has to use it.

What is the Exploratory College Trying to Do?

The idea for the Rio Hondo Exploratory College developed out of deliberations of the President's Select Commission on Curriculum and Instruction, which was formed in 1969. The idea for an "exploratory year" was bruited at meetings of this Commission in 1970. Several department chairmen, administrators, faculty representatives, and members of the board of trustees who either comprised or met with the Commission perceived the need for Rio Hondo College to redefine general education experiences for students, to provide options to the regular curriculum and instructional forms, and to assist students in determining their academic and career goals. All were considered within the broader framework of providing better educational opportunities at the college in order to mitigate student disaffection, attract more students from population segments that were not previously attending the college in large numbers, and thus better serve the district.

As the Commission's plan evolved, the idea of an Exploratory College emerged. This college within a college would be a place where students could learn in an unpressured environment, sort out their academic and career goals, "perhaps waste a year," as one board member put it. Short courses, curriculum sampling without penalty, informal teaching, and an enthusiastic staff would mitigate student dropout. The idea of the community as a learning resource was also noted. In addition, the Exploratory College would serve as an outlet for the creative impulses of some of the faculty. One more purpose that was perceived early on was that the Exploratory College would be a source of ideas that would eventually change the rest of the college, which otherwise was crystallizing. The college was not to be an elitist or separate operation but

was to serve as a holding station for students pending their melding into the regular programs. The staged aspect of the college would see students attending for anywhere from two or three weeks to a year.

These general intentions to do something about student disaffection, faculty creative impulses, a congealing college program, and student guidance predictably led to a variety of perceptions as to what the college was supposed to be. According to the faculty at large, the Exploratory College was instituted as a place to help students define their vocational goals, know more about career alternatives, define their academic goals, and develop better study habits. These purposes, marked by a majority of the faculty who responded to a survey (N=79),* were corroborated by several of the board members who felt the Exploratory College was set up to "help students in making career choices," to give them "a chance to sample for a short time to find a career to enter." However, the faculty currently involved with the Exploratory College are not as uniformly positive about this guidance function, feeling that the College should be assisting students to define vocational goals and know more about career alternatives but, in addition, it should be encouraging academic independence and helping the students participate in community services.

A second major function of the college was for it to be a place where different instructional techniques and curriculum patterns could be tried out. This would allow faculty who wanted to do different things a chance to experiment. It would also eventually encourage change in the regular college programs. This purpose really has two parts: the Exploratory College as a place where new patterns might be

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* See Appendix A.

tried and the Exploratory College as a feeder of ideas to people not otherwise involved with it. The president, former vice-president for instruction, and at least one of the board members subscribed to the idea of the Exploratory College as a source of change for the rest of the institution, but this purpose is not universally appreciated. Many of the faculty respondents answered that the idea of an experimental group feeding information about viable instructional techniques and patterns back to them is, as one of them volunteered, "an insult to regular teachers. It implies that some new and better method is at hand. . .." Nevertheless, a sizable majority of the regular college faculty agree that the Exploratory College should be a place where different curriculum and instruction can be tried. Apparently they feel a faculty member should have a chance to work out his own ideas but they rather resent the suggestion that these techniques might then be fed back into their own activities.

The information sheets disseminated to prospective applicants appealed to certain types of students, saying that the College "was designed for about 150 students who wished to explore new ways of learning." Independent study, interdisciplinary learning, small group instruction, positive grading system, and flexible time schedule features were also emphasized: "During the orientation period . . .students will determine what they want to do during the year and a contract will be developed. After that it will be up to the students and staff to fulfill the goals in the best way possible, without regard for such artificial time units as semesters or quarters." A headline in one of the brochures: "Search for meaning. New college for those students unsure about future careers." Another brochure stated, "The Exploratory College is Rio Hondo's response

to the needs of students who are turned off to traditional 'schooling.'" It further noted that the College would begin with "the unique needs of each student. Success is not measured in grades, but in educational and personal growth . . .It is designed for those who really want to learn, but who are bored with school, unsure about their future and eager to explore a new environment for learning."

People in the Exploratory College: The Students

Although there is hardly a plethora of material published about experimental colleges, sufficient information is now available to suggest at least a tentative profile of the "typical" student in this new form of American post-secondary education. This prototype is usually seen as a young (18-24) man or woman who is especially independent, somewhat creative, and rather rebellious--in many ways an unbranded "maverick". While this picture is appropriate for the student in the four-year experimental program (to which most of the literature on experimental programs alludes), it may or may not pertain to the student enrolled in a two-year college experimental program.

The Rio Hondo Exploratory College has attracted the seekers, those who wanted something different because they were not clear as to what they wanted for a career or an academic major or because they wanted a type of experience different from that which could be obtained in the regular college program. The college seems to have drawn a variety of students in terms of age and background but with certain common characteristics. According to several Exploratory College faculty, "the first year attracted an incredible crop of nuts." Another instructor stated that the first year saw "freaks" in attendance. However, all the involved staff agreed that the second year students were no different from those in the regular college even though "they act differently in the unpressured environment."

The Exploratory College faculty sees its students as being more motivated, interesting, creative, and community-minded, and less goal-directed. The regular college staff sees them as more interesting and creative and as less motivated, goal-directed, community-minded, studious,

and mature. These perceptions are useful in attempting to describe the College's intent because the types of students attracted to a new program and, more importantly, the types of students that the college staff thinks are attracted, in fact, shape the program itself. "Freaks" or "straights", the students were seen by the interviewed faculty and staff as lacking in goal-directedness, yet knowing enough about themselves that they felt certain they did not want a traditional school program.

But do students in the Exploratory College differ on measures other than faculty perceptions from their counterparts in the more conventional curriculum? How do students who were attracted to the Exploratory College during its initial year compare with those currently enrolled? To answer these questions, certain data were collected by means of a questionaire administered to four separate groups of students who constituted our sample of 258.

Group 1 consisted of 57 students, ranging in age from 17 to 53 years, with a median age of 19.34. These subjects were enrolled in the Rio Hondo Exploratory College in fall 1973, and had been so enrolled for the preceding 10 weeks when the data were drawn. There are 39 males and 18 females in this sample.

Group 2 was composed of students who were just entering the Exploratory College at the beginning of spring semester, 1974. They differed from the previous group in that they had had only one or two days of exposure to the College at the time of testing. The responding group numbered 34 students, 17 male and 16 females, (one did not designate) who ranged in age from 16 to 38 years, with a median age of 20.50.

Group 3 included 48 subjects, 26 males and 22 females who had been enrolled in the College during its first year of operation. Their ages ranged from 18 to 48, with a median age of 22.57. These subjects

represented those who responded to a mailed questionnaire (128 questionnaires were mailed in all; 14 were returned as not deliverable).

Group 4 represented a control population of 119 subjects, 73 (61.3%) males and 46 (38.7%) females who were enrolled in the regular program at Rio Hondo in spring, 1974 but had never been directly involved with the Exploratory College. Ages for this group ranged from 17 to 46, with a median age of 20.92.

Each respondent filled out the Rio Hondo College Student Survey, a paper and pencil, self-administering questionnaire designed for this project.* About 20-30 minutes is required to complete this inventory, which consists of 44 items (each with a number of variables). These items, most of which were selected from the Freshman Survey, used in studies of other community colleges, were included in this questionnaire because they had been found to distinguish between important characteristics in student populations. Some items provide merely demographic-type information about the respondents but the majority focus on interests, attitudes, and self-perceptions. Five of these items were designed to elicit specific information about the Rio Hondo Exploratory College but because the College staff had collected student reactions to the program in spring, 1973, we did not emphasize this. Several other variables comprised a special category called Functional Potential, which is described briefly later in this section and explained fully in New Perspectives on Personality Development in College Students (Brawer, 1973).

Most of the data derived from the Student Survey are presented here in tabular form. Since the tables speak for themselves, discussion will be limited to the more pointed differences when they appear among the four student subsets.

*See Appendix B.

Table 1

Marital Status, Children, Military Service, Semester in College, and Ethnic Group Affiliation

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Marital Status								
Single	47	82.5	24	70.6	37	77.1	102	85.7
Married	5	8.8	9	26.5	10	20.8	14	11.8
Separated	1	1.8	1	2.9	0	0	1	0.8
Divorced	4	7.0	0	0	1	2.1	2	1.7
Children								
None	48	84.2	28	82.4	40	83.3	109	91.6
1	5	8.8	0	0	2	4.2	2	1.7
2	1	1.8	2	5.9	3	6.3	6	5.0
3	1	1.8	1	2.9	2	4.2	0	0
4	1	1.8	1	2.9	0	0	1	0.8
5	0	0	2	5.9	1	2.1	0	0
6 or more	1	1.8	0	0	0	0	1	0.8
Military Service								
None	46	80.7	27	79.4	39	81.3	100	84.0
1-4 years	8	14.0	6	17.6	7	14.6	15	12.6
5 or more years	2	3.5	1	2.9	2	4.2	4	3.4
Semester in College								
1	29	50.9	13	38.3	2	4.2	37	31.1
2	9	15.8	8	23.5	6	12.5	9	7.6
3	7	12.3	6	17.6	16	33.3	35	29.4
4 or more	12	21.1	7	20.6	24	50.0	38	31.9
Units Carried								
0	0	0	3	8.8	5	10.4	0	0
11 or fewer	3	5.3	4	11.8	14	29.2	19	16.0
12 or more	54	94.7	27	79.4	29	60.4	100	84.0
Ethnic Group								
No response	4	7.0	3	8.8	1	2.1	2	1.7
American Indian	2	3.5	0	0	2	4.2	0	0
Black	1	1.8	0	0	0	0	1	0.8
Mexican	11	19.3	8	23.5	5	10.4	35	29.4
Other White	38	66.7	22	64.7	39	81.3	78	65.5
Oriental	1	1.8	1	2.9	1	2.1	3	2.5

Only a few variables stand out in Table 1 as differing among the four populations--the lower percent of students currently enrolled in the Exploratory College who are married, the varied numbers of college semesters attended by the students, and the greater number of units carried by more students currently enrolled in the Exploratory College.

The distribution of ethnic affiliation appears representative of the community, which has a large number of Mexican-American or Spanish surnamed people. The number of other groups is poorly represented, however.

Table 2

Number of Hours Employed Weekly, Schools Attended Before 10th Grade
Schools Attended After 10th Grade

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Hours Employed Weekly								
0	29	50.9	16	47.1	14	29.2	41	34.5
1-10	4	7.0	4	11.8	3	6.3	15	12.6
11-20	10	17.5	6	17.6	11	22.9	27	22.7
21-30	6	10.5	2	5.9	4	8.3	21	17.6
31-39	5	8.8	3	8.8	11	22.9	8	6.7
More than 40	3	5.3	3	8.8	5	10.4	7	5.9
Schools Attended Before 10th Grade								
1	5	8.8	3	8.8	1	2.1	5	4.2
2	15	26.3	9	26.5	11	22.9	35	29.4
3	16	28.1	10	29.4	18	37.5	45	37.8
4	11	19.3	4	11.8	10	20.8	12	10.1
5	4	7.0	3	8.8	5	10.4	6	5.0
6 or more	6	10.5	5	14.7	3	6.3	16	13.4
Schools Attended From Grades 10-12								
0 No Response	0	0	1	2.9	0	0	0	0
1	3	5.3	2	5.9	2	4.2	3	2.5
2	43	75.4	23	67.6	40	83.3	96	80.7
3	7	12.3	5	14.7	5	10.4	15	12.6
4	2	3.5	2	5.9	0	0	3	2.5
5	2	3.5	1	2.9	0	0	2	1.7
6 or more	0	0	0	0	1	2.1	0	0

Table 2 is notable in that fewer students who were either currently enrolled in the Exploratory College at the time of testing, or just entering, work outside school as compared to students formerly enrolled or never enrolled. The distribution of schools attended both prior to the 10th grade and from grades 10-12 appears fairly even.

No significant differences were found among the four groups in regard to number of hours spent studying outside the classroom, although 50% of the students currently enrolled in the Exploratory College and 59% of those not enrolled reported that compared with the previous year, the number of hours spent on study outside of the classroom had increased.

In other studies, the number of books in the home has been seen to discriminate between dropouts and persisters, between goal-directed and non-goal-directed students, and between people who earn high and low grades. In the data reported but not tabulated here, students entering the Exploratory College noted they had fewer books in the home than those in any of the three other groups. Thirty-six percent of the currently enrolled and 35 percent of the former Exploratory College students reported having over 200 books in the home.

When it comes to the reasons selected for attending Rio Hondo College, at least 88 percent of all students, regardless of group affiliation, indicated their best friend attends this school. Other reasons showing a high degree of agreement among respondents in all four groups were that their parents wanted them to attend Rio Hondo, the social life associated with the campus attracted them, and they wanted to learn a technical skill. More students now entering the Exploratory College indicated they would prefer to attend a university than a state college, Rio Hondo, another community college, or a technical or professional

school. Other respondents were more evenly distributed over the choice of a state college, university or Rio Hondo.

When it comes to what students think they will be doing in the next few years, we turn to Table 3 for the distribution of responses. Again, there is marked consistency. However, students who formerly attended the Exploratory College and the non-attendees report higher school levels attained by fathers. Mothers generally had more schooling than the fathers in groups 1 and 2, current and entering Exploratory College students.

To a considerable extent, entering students are less sure of their expectations regarding educational attainment. Twenty-three point five percent reported having no idea whereas 12.5 percent was the highest for any of the other groups. The highest aspirations were held by the control group of non-Exploratory College students, 63% of whom expect to expect to earn a B.A. degree or better.

Table 3

Plans for Coming Years

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N =119) Non-EC Ss	%
Which of the following do you think that you will do in the next two or three years? Check those that apply								
Get married while in college	2	3.5	1	2.9	5	10.4	15	12.6
Select a major field	32	56.1	10	29.4	15	31.3	39	32.8
Make a career choice	27	47.4	11	32.4	14	29.2	37	31.1
Get an A.A. degree	18	31.6	10	29.4	10	20.8	44	37.0
Join a social club	2	3.5	2	5.9	1	2.1	4	3.4
Drop out of Rio Hondo temporarily	6	10.5	1	2.9	4	8.3	7	5.9
Drop out permanently	4	7.0	2	5.9	4	8.3	0	0
Transfer to another college before graduation	16	28.1	11	32.4	13	27.1	34	28.6
Transfer to another college or university after obtaining an A.A. degree	19	33.3	7	20.6	22	45.8	60	50.4

Table 4

Campus Characteristics

Facilities, policies, requirements, attitudes, etc. differ from one campus to another. What would you like to be characteristic of this campus? If the statment describes a condition that you think is or you would like to be true, make a check in the appropriate box.	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Rio Hondo offers many really practical courses, such as typing, report writing, etc.	23	40.4	10	29.4	15	31.3	48	40.3
Many students play an active role in helping new students adjust to campus life.	11	19.3	8	23.5	9	18.8	33	27.7
The instructors go out of their way to help you.	32	56.1	19	55.9	25	52.1	60	50.4
This school is really friendly.	20	35.1	15	44.1	15	31.3	42	35.3
Students are encouraged to criticize administrative policies and teaching practices.	20	35.1	8	23.5	19	39.6	26	21.8
This school offers many opportunities for students to understand important works in art, music, drama.	21	36.8	13	38.2	20	41.7	32	26.9
Students are actively concerned about national and international affairs.	18	31.6	7	20.6	23	47.9	37	31.1
Many famous people are brought to campus for lectures, concerts, etc.	15	26.3	8	23.5	21	43.8	32	26.9
Students ask permission before doing something different from common policies or practices.	5	8.8	4	11.8	4	8.3	10	8.4
Most courses are a real intellectual challenge.	9	15.3	5	14.7	16	33.3	29	24.4
Students set high standards of achievement for themselves.	10	17.5	4	11.8	15	31.3	33	27.7

As shown by Table 4, more than 50 percent of the students in all four groups rank "The instructors go out of their way to help you" as something they perceive as being true of Rio Hondo or wanting to be true. This is the highest ranked item across the board. Students currently enrolled in the Exploratory College as well as those in the control group of non-enrollees designate practical courses as next appropriate, while there is a range of respondents among other variables. Ranked fairly low consistently are such items as "students asking permission before doing something different" and "students setting high standards of achievement for themselves."

As for academic major, all groups excepting the students not enrolled in the Exploratory College selected "Don't know" as their most popular response. Of the current Exploratory College students, 42.1% indicated this category whereas 26.5% of the entering students and 22.9% of the former students so noted. This is consistent with the lack of goal directedness that might be inferred by the uncertainty of academic level of attainment mentioned earlier. Of the majors that were designated by at least 12 percent of the respondents in each group, Social Sciences and Art were selected by both current and former Exploratory College students; Humanities by incoming students; and Social Sciences, Business Administration and Education by the control group. This same lack of goal by Exploratory College personnel is shown by responses to a question relating to when the students had selected their major--a consistency which would be expected, of course, in view of Survey reliability. Whereas only 20.2 percent of Group 4--control--responded with a "Don't know" to the time their major was selected, 42.1 percent of the current Exploratory College students, 39.6 percent of the former students,

and 41.2 percent of the incoming students so designated. For all groups this decision was generally made during or after high school.

Table 5

Trait Comparisons

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
How do you see yourself when compared with the average community college student? Check all of the following traits on which you think you are above average.								
Academic ability	25	43.9	8	23.5	23	47.9	59	49.6
Ambition	18	31.6	11	32.4	20	41.7	60	50.4
Emotional maturity	29	50.9	14	41.2	25	52.1	59	49.6
Originality, creativity	22	38.6	14	41.2	21	43.8	32	26.9
Understanding of others	38	66.7	20	58.8	37	77.1	63	52.9
Understanding of self	30	52.6	15	44.1	39	81.3	58	48.7
Participation in community activities (e.g., political campaigns, church, social clubs)	15	26.3	5	14.7	7	14.6	16	13.4
When compared with the average community college student, what do you think your chances of future success will be? Please check one.								
No Response	3	5.3	3	8.8	2	4.2	1	0.8
Better	24	42.1	17	50.0	23	47.9	73	61.3
Same	26	45.6	13	38.2	19	39.6	42	35.3
Not as good	4	7.0	1	2.9	4	8.3	3	2.5

Table 5 speaks for itself, suggesting some general agreement among respondents in terms of selected traits on which they see themselves as above average. Group 2 is lowest in terms of ambition and community participation and Group 4--control--is lowest in seeing themselves as original and creative. More respondents in this same control group of non-Exploratory College students, however, see themselves as high in ambition and having the same or better chance of future success than their peers. In general, the control group appears more certain of self than the other three subgroups.

Table 6

Future Plans

What would you like to be doing five years from now? Please check all that apply.	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Holding down a good job	22	38.6	10	29.4	26	54.2	72	60.5
Just loafing with no worries about money or other responsibilities	6	10.5	7	20.6	3	6.3	7	5.9
Preparing for a profession (e.g., law, medicine, academic requiring a doctorate)	19	33.3	13	38.2	12	25.0	47	39.5
I haven't the faintest idea	17	29.8	6	17.6	12	25.0	8	6.7

Again in the Survey responses tabulated in Table 6, we see a greater sense of direction on the part of non-Exploratory College students than the three Exploratory groups. More students in Group 4 would like to be "holding down a good job" five years hence and fewer are uncertain as to future direction. By far, Group 2 (incoming Exploratory College students) thought they would prefer to be loafing, without responsibilities, although, interestingly, a large number of this group wanted to be preparing for a profession, as was true of Group 4.

When it comes to career expectations, the same pattern that has been emerging with other data appears again; that is, a greater sense of certainty for the non-Exploratory College students. Of 13 possible career choices, the variable "Undecided" was marked by only 11.8 percent of the control group, while this option was selected by 38.6 percent of the students currently enrolled in the Exploratory College, 23.5 percent of the entering students, and 20.8 percent of the former students. A large number of students in all four groups indicated "Other" as their career choice, which leaves us with the same sense of uncertainty. By far, the most favored choice was "Business"--this across the four subsets. The groups are rather evenly split between being sure about achieving their career goal and being worried that they won't, and only a few of the respondents feel that their parents are worried about their career selection.

Moving more directly now into family impressions, several questions in the Student Survey were directed to parents' occupations, feelings of awareness and closeness toward parents, similarity to parents, and parental reaction to the student's thinking. Various responses to these items are found in Tables 7 and 8.

Table 7

Information Related to Parents of Four Student Groups

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Occupation								
Professional 1								
Father	3	5.3	0	0	1	2.1	3	2.5
Mother	2	3.5	0	0	0	0	2	1.7
Professional 2								
Father	5	8.8	5	14.7	6	12.5	15	12.6
Mother	6	10.5	3	8.8	4	8.3	9	7.6
Managerial or Executive								
Father	11	19.3	3	8.8	3	6.3	23	19.3
Mother	0	0	1	2.9	0	0	4	3.4
Semi-professional or Technical								
Father	2	3.5	1	2.9	3	6.3	8	6.7
Mother	5	8.8	0	0	3	6.3	11	9.2
Public official or Supervisor								
Father	2	3.5	3	8.8	1	2.1	7	5.9
Mother	0	0	1	2.9	0	0	0	0
Small Business or Farm Owner								
Father	9	15.8	1	2.9	5	10.4	12	10.1
Mother	1	1.8	0	0	0	0	1	0.8
Sales or Skilled Clerical								
Father	4	7.0	1	2.9	6	12.5	7	5.9
Mother	11	19.3	6	17.6	13	27.1	29	24.4
Semi-skilled or General Labor								
Father	17	29.8	11	32.4	18	37.5	38	31.9
Mother	5	8.8	7	20.6	5	10.4	6	5.0
Housewife								
Mother	23	40.4	12	35.3	20	41.7	53	44.5
No Response								
Father	4	7.0	9	26.5	5	10.4	6	5.0
Mother	4	7.0	4	11.8	3	6.3	4	3.4
Would mother prefer to								
Continue to work	26	45.6	12	35.3	20	41.7	50	42.0
Stay at home	4	7.0	8	23.5	10	20.8	22	18.5
Don't know	10	17.5	4	11.8	5	10.4	10	8.4
No Response	17	29.8	10	29.4	13	27.1	37	31.1

Table 8

Parental-Related Items

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Closeness to parents								
Extremely								
Father	8	14.0	6	17.6	9	18.8	20	16.8
Mother	13	22.8	7	20.6	13	27.1	36	30.3
Quite close								
Father	12	21.1	5	14.7	10	20.8	33	27.7
Mother	14	24.6	9	26.5	18	37.5	39	32.8
Somewhat								
Father	21	36.8	9	26.5	12	25.0	35	29.4
Mother	16	28.1	10	29.4	9	18.8	29	24.4
Not very								
Father	14	21.1	8	23.5	16	33.3	25	21.0
Mother	12	24.6	3	8.8	6	12.5	12	10.1
No response								
Father	2	3.5	6	17.6	1	2.1	6	5.0
Mother	2	3.5	3	14.7	1	2.1	3	2.5
Like which parent?								
Father	20	35.1	7	20.6	9	18.8	50	42.0
Mother	14	24.6	6	17.6	10	20.8	34	28.6
Neither	7	12.3	14	41.2	12	25.0	11	9.2
Don't know	13	22.8	3	8.8	16	33.3	20	16.8
No response	3	5.3	4	11.8	1	2.1	4	3.4
Parents' reactions to student's thinking?								
Don't take ideas seriously	9	15.8	4	11.8	7	14.6	15	12.6
Feel student is mistaken but will change	9	15.8	4	11.8	6	12.5	21	17.6
Mistaken and will not change	10	17.5	6	17.6	6	12.5	4	3.4
Take ideas seriously	24	42.1	14	41.2	29	60.4	59	49.6
Rarely disagree	2	3.5	0	0	5	10.4	15	12.6
Little communication	18	31.6	10	29.4	9	18.8	30	25.2

The preponderant number of women--still--are housewives, and the larger percent of fathers are in the semi-skilled or general labor fields. In general, students feel closer to their mothers than their fathers. And to the question, "How do your parents react to your thinking?" the greater percentage of students in all four groups feel their parents take their ideas "seriously and respect differences as reasonable choices." Next to their response in terms of popularity, however, is one rating little communication between students and parents--this again consistent over the four groups.

Several other items in the Rio Hondo College Student Survey were devoted to feelings and attitudes and have been incorporated into the concept of Functional Potential. Two other types of items, however, are noted here--items dealing with the students' sense of cohesion with various reference groups and items dealing specifically with the Exploratory College. These findings are reported in Tables 9 and 10.

Table 9

Group Cohesion

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-Ec Ss	%
ellow Students								
Related (BCF)	44	77.2	13	38,2	28	58.4	71	59.7
Non-Related (ADE)	8	14.0	11	32.3	17	35.5	39	32.8
No Response	5	8.8	10	29.4	3	6.3	9	7.6
mily								
Related (BCF)	36	63.2	19	55.8	36	75.0	97	81.6
Non-Related (ADE)	19	33.3	8	23.6	7	14.7	13	10.9
No Response	2	3.5	7	20.6	5	10.4	9	7.6
riends								
Related (BCF)	47	82.5	22	64.7	37	77.1	99	83.2
Non-Related (ADE)	6	10.5	3	8.8	8	16.8	11	7.3
No Response	4	7.0	9	26.5	3	6.3	9	7.6
tudent Organizations								
Related (BCF)	16	28.1	7	20.6	18	37.5	27	22.7
Non-Related (ADE)	34	59.6	15	44.0	25	52.1	80	67.2
No Response	7	12.3	12	35.3	5	10.4	12	10.1
eachers								
Related (BCF)	37	64.9	18	52.9	30	62.5	61	51.2
Non-Related (ADE)	13	22.8	7	20.5	16	33.3	49	41.2
No Response	7	12.3	9	26.5	2	4.2	9	7.6
eighbors								
Related (BCF)	26	45.6	9	26.4	22	45.8	72	60.6
Non-Related (ADE)	25	43.8	15	44.1	21	43.8	38	32.0
No Response	6	10.5	10	29.4	5	10.4	9	7.6
ork Colleagues								
Related (BCF)	35	61.4	19	55.8	30	62.5	81	68.0
Non-Related (ADE)	6	10.6	2	5.9	11	22.9	11	9.2
No Response	10	28.1	13	38.2	7	14.6	27	22.7

Table 9 shows the frequency distributions and frequency percentages for the four groups of respondents in terms of the seven designated reference groups. There is considerable variability as to the degree of relatedness manifested by these four subsets, but more relatedness than lack of relatedness is seen in all cases except for "Student Organizations," --across the four groups--and "Neighbors," for Group 2, entering Exploratory College students. Taken on the average, Group Cohesion scores are highest for the non-Exploratory College students (M=61.0), second highest for the students currently enrolled in the Exploratory College (M=60.4), third for the former Exploratory College students (M=59.8) and considerably less (M=46.2) for the students just entering the Exploratory College. Since this last group has not yet had much experience in the Exploratory College, it would be interesting to see whether after such exposure, the Group Cohesion score would increase.

As earlier noted, several items in the Survey were immediately concerned with the Exploratory College. One such item was directed to non-Exploratory College Students who replied to the question, "If you are <u>not</u> now or have never been enrolled in the Rio Hondo Exploratory College, why not?" In response, 64.7% of the control group checked the variable, "I didn't know much about it," 38.7% said they felt they "could achieve more in the regular program," and 16.8% indicated that "The Exploratory College is for people whose academic and vocational plans are less well developed" than their own. Of this group, only 8.4% said they would enroll in the Exploratory College if they were to start college all over again.

Of the three groups either presently or formerly enrolled in the Exploratory College, current students did not respond in 29.8% of the

cases, 7% said the Exploratory College was a disappointing experience for them, and 63.2% reported that the College had exceeded their expectations. Group 2, students just entering the program, were not really in a position to reply to this item. Of these 34 students, 32.4% did not respond and 67.6% indicated that Exploratory College exceeded their expectations. Former Exploratory College students occasionally suggested in hand-written, non-solicited notes that the college had offered very positive experiences for them. In response to this item, 22.9% of these 48 students declined to answer, 35.4% noted disappointment, and 41.7% indicated a greater than anticipated experience. The next item was also directed to those who were involved in the Exploratory College. Asked if they were to start college over again whether they would enroll in the Exploratory College, 75.4% of the current group responded positively, as did 64.7% of the entering students, and 66.7% of the former students.

Thus, although for many students the Exploratory College failed to exceed expectations--indeed, was a disappointing experience--it still appeals to many over the regular college. This discrepancy in type of response may be due to the fact that the question regarding the college disappointing or exceeding expectation left no room for an average response of just meeting expectation. In any case, it would seem from the student responses thus surveyed that this special program does have a place. Table 10 points to ways in which the student respondents feel it could be improved.

Table 10

The Exploratory College Is or Should Be Helping Students to:

	Group 1 (N=57) Current EC Ss				Group 2 (N=34) Entering EC Ss				Group 3 (N=48) Former EC Ss				Group 4 (N=119) Non-EC Ss			
	Is	%	Should Be	%	Is	%	Should Be	%	Is	%	Should Be	%	Is	%	Should Be	%
Define vocational goals.	1	1.8	0	0	0	0	0	0	0	0	0	0	0	0	4	3.4
Define academic goals.	2	3.5	0	0	1	2.9	0	0	0	0	1	2.1	1	0.8	1	0.8
Gain Personal development.	2	3.5	3	5.3	2	5.9	0	0	0	0	1	2.1	1	0.8	1	0.8
Encourage academic independence.	1	1.8	0	0	0	0	1	2.9	2	4.2	0	0	3	2.5	3	2.5
Gain a broad general education.	1	1.8	3	5.3	0	0	0	0	0	0	0	0	0	0	2	1.7
Participate in community services.	1	1.8	3	5.3	0	0	0	0	0	0	1	2.1	2	1.7	0	0
Develop better study habits.	0	0	2	3.5	1	2.9	0	0	0	0	5	10.4	0	0	2	1.7
Know more about career alternatives.	0	0	4	7.0	0	0	2	5.9	1	2.1	0	0	2	1.7	3	2.5
Mark time.	1	1.8	0	0	0	0	0	0	4	8.3	2	4.2	0	0	1	0.8
Adjust to college.	3	5.3	0	0	0	0	0	0	1	2.1	0	0	1	0.8	1	0.8
No response.	25	78.9	42	73.7	30	88.2	31	91.2	40	83.3	38	79.2	109	91.6	101	84.9

Table 11

The Exploratory College Would Be Better if it Would:

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Offer a wider range of courses.	20	35.1	10	29.4	16	33.3	9	7.6
Enroll more students.	2	3.5	2	5.9	0	0	11	9.2
Involve more faculty members.	3	5.3	1	2.9	5	10.4	2	1.7
Be located nearer the student center.	1	1.8	0	0	1	2.1	2	1.7
Be located completely away from other students.	0	0	0	0	0	0	1	0.8
Fold up.	0	0	0	0	1	2.1	1	0.8
Offer grades A, B, C, D, F.	0	0	0	0	0	0	3	2.5
Give only Pass/No Pass credit.	1	1.8	1	2.9	0	0	4	3.4
Provide a two-year rather than a shorter program.	5	8.8	2	5.9	3	6.3	4	3.4
No response.	25	43.9	18	52.9	22	45.8	82	68.9

Table 10 reveals a limited range of opinions as to what the Exploratory College is or should be doing for its students--with very few students responding. Indeed, "No Responses" in this category range from 73.7% to 91.6%--a revealing finding in itself.

On the other hand, even though "No Responses" are still high, the students have more definitive feelings about how the Exploratory College could be better. For those who have been or are involved with the unit, 35.1% in the currently enrolled group, 29.4% in the entering group, and 33.3% of the former students indicate the college should offer a wider range of courses. A fair number of former students (10.4%) suggest the college should involve more faculty and 9.2% of the control group would prefer that it enroll more students.

Functional Potential

Functional Potential is a construct that was developed as a non-traditional way of answering certain questions about community college students. These questions centered about assessing nontraditional students enrolled in community colleges so that they can be more fully understood, so that better programs might be developed for them, and so that they might be guided into future activities that would be satisfying for them. The rationale for this construct is founded on theories of personality and on concepts of ego functioning. As such, it is a core element that represents a unique way of perceiving students, cutting across educational levels, types of school, and ethnic groups.

Built on psychodynamic principles of human functioning, Functional Potential describes the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal-directedness, relate to self and others, and have a clear sense of personal identity. It offers a picture of the functioning individual in terms of the personal dynamics that are basic to his behavior and life style. Functional Potential is the way the person demonstrates what he is about, providing a conceptual foundation on which behavioral descriptions might be built and by which the individual might better understand himself. And conversely, the individual's reactions to himself and others become evident through the various components of Functional Potential, components representing fundamental and dynamic portions of any personality configuration that are called Modes. Actually, Functional Potential is an aggregate score that is arrived at by totaling selected questionnaire items representing these particular modes. Although other variables are undoubtedly important to the

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personality constellation, six pairs of modes were selected because they are easily measured by a paper and pencil survey and represent salient parts of the individual's total being. And although these modes are stated as dichotomous pairs, they actually imply ends on a continuum rather than an either/or condition.

The first of the six modes is Relatedness/Aloofness, a pair of constructs indicating the degree to which an individual invests himself in involvement with others, his sense of belonging or, at the other end of the continuum, his feelings of alienation. They are fundamental characteristics that are maintained with a fair amount of consistency throughout life, most people experiencing elements of both affiliation and detachment. This mode pair and the one that follows are conceived as pivot points in the individual's personality constellation.

Identity/Amorphism, the second mode, describes the sense of certainty about self possessed by the respondent. It is equated with feelings of wholeness, sameness, directedness, or at the opposite pole, diffuseness and uncertainty of direction. Although the search for identity is accentuated during adolescence, the seeds encouraging such a quest must be planted early, when the ability to distinguish between "you," "they," and "I" is first discovered. The relation between identity and goal directedness has been documented in several studies and the person who has a high degree of self-directedness or a considerably secure identity is able to ask himself about his goals. Conversely, the person with a low degree of directedness who is close to the amorphism side of this mode is less able to look ahead.

Flexibility/Rigidity measures the openness and closedness of belief systems, including the individual's cognitive and affective manner of approach toward life. Flexibility implies an ability to tolerate

diversity among both people and situations while rigidity suggests an inability to integrate archaic urges with a long-range value system, or liberate one's intellectual potential toward creative achievements. As with the other five modal pairs, the polarity of this variable does not imply an either/or situation. Seldom does any person stand over to one side; indeed, a firm stance at either pole would not be desirable since too much rigidity suggests an excessive need for structure while too much flexibility implies a looseness of ego functioning.

Independence/Dependence suggests autonomy, a readiness to act on one's own (or conversely, the opposite), but it does not imply separation or alienation from others. Indeed, it may be that those who are most independent are also most aware of their dependencies because only the person who is secure enough to recognize these needs can be truly independent. Actually, independence (or its interchangeable term, autonomy) is the power to direct one's affairs whereas its opposite implies a need for direction.

Progression/Regression assesses one's orientation toward optimism which involves such related traits as activity/passivity, fluidity/immobilization, and flow/fixedness. These concepts, interpreted in various ways by different theorists, may be understood in terms of the person's attitudes regarding life's flow. It is illustrated by the perception of the glass that is either half-full or half-empty. Progression, representing either a general or specific movement forward, is met by its opposite, regression, which suggests a static state or even a depressive condition, temporary or permanent.

Delay of Gratification/Impulse Expression, our sixth bi-modal category, is seen optimally in mature individuals who have access to their more archaic impulses and are also able to exercise secondary

controls when appropriate for the situation that is encountered. Both the control and expression of archaic force are tied so directly to the broader construct of ego strength that they are essential components of Functional Potential. The mature person must be able to exercise control as well as spontaneity, and must have the capacity to achieve and maintain a balance between the poles. Perhaps when the individual is reconciled to the ebb-and-flow nature of life, not unduly concerned with his abilities to either delay gratification or express primary forces, he is most mature.

Questions dealing with all six of these bi-polar variables were incorporated into the questionnaire that was administered to our four groups of students. After all items of the six modes were totalled, the student population was divided into three Functional Potential groups. Those students whose modes totalled 28-51 were placed in the high Functional Potential group; those with a total of 18-27 were placed in the medium group, and those whose total scores ranged from 0-17 comprised the low Functional Potential group. It was hypothesized that there would be no major difference in the distribution of Functional Potential in the four groups of students. However, if differences were found, we felt that we could assume some rather basic differences in personality characteristics among the respondents.

Thus, it is felt that people who score high on Functional Potential will be more sure of themselves, of their own identities and sense of goal directedness; will be more independent; more able to relate to others; and have readier access to both impulse control and impulse expression than those people who score in the medium or low ranges of Functional Potential. Since students who are involved in most experimental programs are generally considered to be more independent and, simultaneously, more

intellectual, we might also expect that those men and women enrolled in the Rio Hondo Exploratory College would score higher on Functional Potential than the control group of Rio Hondo students not enrolled in this special program.

However, data stemming from responses to the Survey do not point to such characteristics for the Exploratory College group. In fact, the Rio Hondo Exploratory respondents differ from the general patterns for experimental students in that they seem to be less independent, have less impulse control, are less able to relate to others, and have less goal directedness--all as measured by our construct of Functional Potential.

Interestingly, in neither the Exploratory College groups nor in the control group of regular Rio Hondo students is there the same distribution of Functional Potential that we have seen in a group of 1800 freshmen of three other California community colleges. A comparison of the various populations cannot be exactly made since the larger population was tested in 1969--four and one-half years before our Rio Hondo testing--and there may be a general shift in student groups along this variable of Functional Potential. Still, Table 12 does indicate a distribution skewed toward lower Functional Potential for all four of our subsets. It further suggests that students in the non-Exploratory group have a higher mean Functional Potential score than those in any of the three Exploratory College groups, and that the few students now entering the Exploratory College who responded to the Survey number almost 75 percent in the low Functional Potential group. Thus, on the basis of this variable, the Rio Hondo students are generally lower than a comparative group of 1800 students. Whether this is a temporary phenomenon or one that would be consistent over time remains to be seen.

Table 12

Functional Potential Scores for Four Student Groups

	N	Low F.P.	%	Medium F.P.	%	High F.P.	%	Mean F.P.	S.D.
Group 1 Currently Enrolled Exploratory College Students	57	32	56.1	24	42.1	1	1.2	17.12	4.63
Group 2 Entering Exploratory College Students	34	25	73.5	9	26.5	0	0	14.68	5.50
Group 3 Former Exploratory College Students	48	20	41.7	28	58.3	0	0	17.98	4.47
Group 4 Rio Hondo Students Not Enrolled in Exploratory College	119	45	37.8	72	60.5	2	1.7	18.42	4.56
Total N	258	122	47.3	133	51.6	3	1.2	258 100%	

This, then, is the way the students tested in this effort to evaluate the Rio Hondo Exploratory College stack up. In some cases, we have seen rather sizeable differences among the four groups of respondents and, especially, between the three groups comprising the population familiar with the Exploratory College taken as a whole and the control group of non-Exploratory College students. In terms of many variables, however, differences are insignificant. In general, those differences that do pertain suggest that the Exploratory College affiliates are considerably less goal-directed than the students who are not and have not been directly involved with the College. Indeed, this lack of direction is probably the reason that the Functional Potential scores for both groups are so similar--the manifestly lower goal-directedness and the theoretically higher intellectual curiosity cancel each other out.

Since lack of directedness characterizes so much of the Exploratory College group, then certain measures should be taken to compensate for this omission. These measures, as well as other implications stemming from analyses of these data about both faculty and students, are woven into our concluding section wherein direct suggestions are made regarding the Exploratory College.

People in the Exploratory College: The Faculty

The types of people attracted to an experimental program both reflect and influence its purposes. Paper plans may reveal the intentions of the group that catalyzed the program, but the people who operate it shape it.

The staff for the Exploratory College were recruited from the regular college faculty by the simple expedient of the director's going to each department, describing the program, and asking for volunteers. He received many volunteers--more than he needed--from some departments, none from others. Six faculty members (in addition to the director) became involved with the Exploratory College in its first year, as many as ten eventually.

The faculty state they were attracted by the chance to work informally in a relaxed atmosphere with small student groups. They wanted the opportunity of flexible scheduling, the chance to build interdisciplinary courses, the option to abandon nonpunitive grade marking. They wanted to interact with students directly, to develop friendships, to operate closely with other people (the need for community is no less with faculty than with students). In general they sought collegiality, informality, and a minimum of bureaucracy. They were in reaction against the paraphernalia of grades, prerequisites, time blocks and scheduling, and requirements that have grown up and around all colleges.

The faculty prefer to innovate more in instructional forms--particularly small group processes--than in curriculum. Accordingly, the instruction has been based primarily on informality (first names for all, sit on the floor, etc.), modular scheduling, and a tendency to ignore the clock. One gains the impression that the faculty particularly

joined the staff in order to work out their own ideas in small group informal instruction. In their internal evaluation they continually emphasized the informal approach to teaching, the nonpunitive nature of the courses, and the fact that they were friends to students.

The faculty tend to be willing to work longer hours provided that they have fewer students in the group setting; nevertheless, in comparison to the regular Rio Hondo faculty, their work load is about the same. According to self-report, they spend approximately an equal number of hours in scheduled classes, in other work with students individually or in groups, and in preparing for classes and reading student papers. They tend to spend more time, however, in committee work and other administrative tasks, a development that is to be expected in a new program in which the staff are still working out guidelines and modification.

The faculty have few gripes and see few internal problems. This is surprising because the second year of any new program is typically disillusioning. Apparently, because the Exploratory College faculty have been allowed to engage in their own activities with little external mandate, they are generally satisfied. They would like more space, more money for furnishings and equipment. And they would like a sense of leadership that would assist them in developing and maintaining inter-disciplinary course content. Perhaps this is the most difficult to achieve--leadership by consensus and a sense of structure without rules.

Several aspects of the original plans for the College were modified by the faculty. The fact that the faculty had a predominantly liberal arts focus shaped the curriculum intentionally or otherwise, and the fact that they saw the most important function of the Exploratory College as helping students gain personal development--or in the vernacular,

"get their heads together"--led these emphases to overshadow career exploration and vocational guidance. Not one of the faculty members interviewed mentioned the original intent of the college to lead students toward service to the community. And although one faculty member said he felt the need to have the students explore interrelations in all intellectual areas, there were few comments about helping the students directly. The faculty say they are diverse in "methodology and philosophy," but this assertion is not corroborated elsewhere. Given the pattern of faculty recruitment,it seems inevitable that some homogeneity--hence, unrepresentativeness--would be present.

Accordingly, the College developed along the lines of staff members' predilections; however, we hasten to add, this should not be viewed as an untoward consequence. The College was to be a place where people could try out different techniques, do things in their own way without the pressure of scheduling and particularized course and program requirements. It is understandable, then, that with this open charter, the College would take the form assigned by its faculty. One board member has expressed unease by saying, "I wish we had some objectives, a plan for accomplishment. The board should have held them to specifics," but he recognizes that the Exploratory College had been given what in essence amounted to a blank check.

In general the Exploratory College faculty is seen in a positive light. Two board members said they were "probably the type who like innovation." Another said they were "more turned on to teaching, more gifted, dedicated, concerned--not time servers." The president and other administrators see the faculty as some of the most concerned, professional people, those who are person-to-person oriented.

These perceptions are corroborated by our own views as evaluators. Succinctly, the present staff of the Exploratory College seems to comprise dedicated, independent thinkers who believe in alternative forms of education, albeit rather tired now and less enthusiastic than they were earlier. This sense of fatigue may be due to several reasons--the typical second-year disillusionment syndrome, noted earlier; the uncertainty about the future of the Exploratory College; and the fact that they have accomplished what they set out primarily to do--teach informally--and are not sure what they want to do next.

Effects of the Exploratory College

The Exploratory College's effects can be related to what its former students perceive and to the perceptions of the staff members--those within the Exploratory College and in the broader college community. Little hard data are available here because few specific objectives were set; accordingly this portion of the evaluation is essentially goal free. In other words, instead of attempting to determine whether the Exploratory College in fact achieved the goals it set out for itself, we have attempted to interpret just what it has done for its students and for the broader campus. One general effect must be noted early on: the basic promise of the Exploratory College was that it would be a place where some faculty and students could work out their version of an educational program with an absolute minimum of interference from the outside. This was achieved beyond apparent contravention.

Student reactions were drawn from an internal evaluation conducted by the Exploratory College in spring 1973. The responses to the student questionnaire portion of this evaluation are revealing. First, and perhaps most important, an overwhelming majority of the students agreed that they enjoyed their experiences in the Exploratory College. The idea of enjoyment in this type of educational situation is crucial because the program is new, it is voluntary, and it is deliberately designed to provide an alternative form of education. That this alternative is at the same time entertaining should be construed positively. Much reaction against traditional schooling has come about because students find it dull, stolid, and unimaginative.

The respondent students also agreed that their experiences in the Exploratory College helped them to become more self-directed, even

though substantially few of them felt that they had had sufficient direction toward a realistic assessment of their abilities. This can be interpreted as meaning that the pattern of experiences in the Exploratory College itself apparently led the students to believe that they were gaining self-direction, even though the direction from the staff did not lead them toward self-assessment. Thus the main effect of encouraging students to be more self-directed was pursued.

As to the important matter of career direction, 68 percent of the students felt their experiences in the Exploratory College did not help them toward making a career choice. The point here is that the Exploratory College began with a number of students who were apparently lacking in self-direction--an assertion borne out by comparing these students with a control group of first year students who were not affiliated with the College. For these types of students, self-direction is a prerequisite to career direction. Hence, the fact that the Exploratory College was seen as assisting the students to become more self-directed should be construed as an essential first step toward career choice-making, even though few students made these choices as a result of Exploratory College experiences.

The interdisciplinary nature of Exploratory College offerings was appreciated by the students, 90 percent of whom said they were assisted in recognizing the interrelatedness of different subject areas. This basic general education function was, then, effected. However, fewer than half the students claimed they were able to relate their experiences in the Exploratory College to the district community. Hence, this broader aspect of general education was fulfilled to a much lesser degree.

The perceptions of the faculty in the Exploratory College are instructive. One expressed unease about the fact that so few students complete the program and get credit for it. Another felt that a few individual students had been helped to define their goals but that as a whole the group had not moved in that direction. However, few of the comments by the staff related to student achievement; most had to do with problems in working out the arrangements for the program itself.

Even though many Rio Hondo faculty members noted that they knew little of the Exploratory College, its students, or its programs, their responses to a question on what the Exploratory College is actually doing reveal how the program is perceived. No one of the ten choices presented as possible responses to the question, "As compared to the regular program, the Exploratory College is helping students do the following:" received a majority. Of those staff members who did respond, the statement that the program was encouraging academic independence received more positive responses than any other. Next was "Helping students gain personal development" with "Gain a broad general education," "Adjust to college" and Mark time," following along. Very few--only five of 52--said the Exploratory College was helping students "Define vocational goals" and only seven of 44 felt it was helping them "Participate in community services." These responses are remarkably like those mentioned by the students who were involved in the program during its first year. This is to be expected: faculty members' perceptions result from what they hear from their students and from the Exploratory College staff members.

As for effect on the faculty themselves, an overwhelming majority of staff members who have not been involved with the program said it has

had no effect on them. This is quite revealing for what it says to the program's intention of feeding ideas back to the rest of the compus. At least for the time that the Exploratory College has been in existence this definitely has not occurred, with one significant exception--the modular pattern has been adopted in several courses in physical education.

The regular college faculty were asked to indicate how they felt students who had spent a semester or more in the Exploratory College fared in comparison with students in other Rio Hondo programs. All the eight choices received a plurality of responses in the category, "same." However, there are some differences in the pattern of distribution of choices between the "more" and the "less" categories. Many faculty members felt that students had become more "motivated," "interesting," "creative," and "community-minded" while they thought students had become less "studious" and "mature." There was almost a flat distribution in response to the question as to whether students had become more or less "intelligent" and goal-directed." Somewhat revealing was the question, "If you had a son or daughter in Rio Hondo College, would you recommend that he or she enroll in the Exploratory College?: Nearly all respondents checked this, with 22 answering "yes," and 51 answering "no."

The currently involved Exploratory College staff agreed unanimously that the program was helping students gain personal development but their responses to the other choices were mixed, with a majority saying the program was helping students to "define their goals" and "adjust to college" while it was also "encouraging academic independence." As for the question of Exploratory College students versus students in other Rio Hondo programs, none of the program staff felt that students were

less of anything after a semester in the Exploratory College; most felt they were more motivated and creative.

The Exploratory College has had its effect on the staff members who have been involved with it. Four of five said they would recommend that their son or daughter enroll in the program. All of them indicated that they had been led to revise a portion of a course as a result of their experiences and several said they had changed a teaching practice and taken a different attitude toward students. Undoubtedly the program affects those who are involved in it more intensely than it does those who have has no experience with it.

As to the effect on students, the difficulty in maintaining student enrollment speaks to this issue. Enrollments have fallen off slightly from the high of 154 obtained in the first semester (fall, 1972); spring 1973, saw 135 in the program, with 128 in fall, 1973, and 140 in spring, 1974. More relevant than the actual figures, however, is the fact that it has taken augmented efforts to maintain these numbers. The program has been well-publicized with brochures and posters distributed around the campus and with feature stories in the student newspaper. The fact that more students do not attend may be a result of the times--there are fewer students on all campuses clamoring for the type of program that the Exploratory College offers--or it may be a reflection of the uncertainty that has plagued the Exploratory College during its second year of operation; students may be unwilling to sign up for a program that they feel lacks assured continuity. Whatever the reason, the effect is that the Exploratory College has not been seen as "the place to go" by a large number of Rio Hondo students.

Curriculum and Instruction

Curriculum and instruction are at the heart of any educational enterprise. So it is with the Exploratory College. More concern and effort have been expended on curriculum and instruction here than on any other aspect of the College (such as facilities, materials, staffing, student selection).

Several plans for structuring curriculum and instruction in the Exploratory College were considered between 1970 and 1972. The word, "interdisciplinary," recurs throughout the planning documents. The intent was to break down the barriers between disciplines, developing curriculum that would be, in one proposal's words. "shaped to assist students to deal with the here and now, including the many perplexities of their political, social, and economic lives." That same plan saw four curriculum blocks--professional studies, technical studies, liberal studies, and an internship program--as the organizing format. This ambitious curriculum never developed, however, at least one reason being that the college never became large enough to accommodate a program balanced in this fashion.

The curriculum was to be centered on the humanities as the organizing core with four intended outcomes specified: career exploration, student self-knowledge, the interrelations of all subjects, and knowledge of community and society. In short, this was to be an integrated general education sequence. And, the faculty who were attracted to the Exploratory College originally felt it would allow them to build integrated courses in which they could relate their own disciplines with those of other instructors at the College.

At the outset, the idea of career exploration was a major theme. Members of the board indicated they felt the Exploratory College "would

help students in making career choices," "would give students a chance to find a career to enter." The early development proposal projected a college that "will provide urgently needed opportunities for students to explore and to identify their basic interests and skills. . .." News reports emanating from the College suggested that, "the program is mainly designed for those students who don't know what they want to do in a career. . ." The general outline on which the first year's courses were developed begins with the statement, "Our primary concern is to help those students who have not decided their future direction, who lack motivation, or who do not know the options available to them and want to explore." The director has been quoted as saying that some of the students "may get turned on to some vocation. . .." And the announcement about the Exploratory College in the 1973 Spring Semester Schedule of Classes mentions that the college "is especially for students who are uncertain about their educational and vocational goals."

Thus, from the start, the Exploratory College curriculum had a strong commitment to integrate guidance and academic and career exploration. Other, less frequently stressed aspects include the intent to relate student learning to community problems (the 1973 brochure states, "community and group projects" will be developed) and to gain student input to curricular and instructional decisions (students are to "choose which areas they wish to emphasize. . .," says the 1972 brochure).

A major intent on the instructional side was to change the calendar by building mini-courses and establishing modular scheduling. Indeed, the Exploratory College attracted a sizable contingent of students and faculty members who wished to break out of the rigid time constraints that bound them in the regular college program. Although few students

specifically indicated this as a reason for their enrolling in the Exploratory College, several faculty members commented on its desirability. One "wanted the flexibility of timing and schedules." Another said he "enjoyed the idea of flexibility." A third "was attracted by flexible scheduling as opposed to the 50 minute hour."

The idea that the Exploratory College would be built on a minimum of competition for grade marks was established early along with the aforementioned informal atmosphere. Non-punitive grade marking (the abolition of D's and F's) was seen as an idea whose time had arrived. This was mentioned as a positive factor by several instructors and in the early articles about the college. In addition, it was advertised as a feature of the college in the 1972 and 1973 brochures prepared for distribution to students.

As with all experiments in curriculum and instruction, the Exploratory College enjoyed some successes, some failures. The interdisciplinary curriculum was developed to a degree. This is manifest in the humanities colloquia that were listed as a major feature in spring semester, 1973, and in seminars conducted jointly by two or more faculty members on several occasions. Ninety percent of the first year students felt they were led to "recognize the interrelatedness of different subject areas." However, as of winter 1974, several faculty members felt that the idea of interdisciplinary curriculum had broken down and that the College had become "merely a microcosm of the curriculum outside." According to the director, faculty interchange regarding course content is a difficult activity to plan.

As the curriculum stands, it is liberal studies broadly defined to include government, history, English, writing, literature, art, psychology,

and integrated variations of these, along with occasional language and technical studies. A perusal of the schedule of classes for fall 1973 suggests that the courses are built along traditional disciplinary lines with course titles such as, "Government of United States," "History of California," "English 1A," and "Spanish 1." However, as with all catalog listings one cannot tell exactly what the course content may be from looking at the titles. To examine curriculum as a set of intended learning it is necessary to view course outlines complete with specific objectives. These types of outlines were not built in the Exploratory College because to do so would have negated the idea of the informal, do-it-yourself, unstructured environment that the college planners and facilitators strove to establish.

The idea of career exploration and assisting students to make appropriate career choices seems to have been severely diminished along the way. From the president's introductory remarks in the internal evaluation report: "It is generally agreed that more attention needs to be devoted to developing participation by the Exploratory College student in various aspects of community services and more thorough exploration of career alternatives. These were two key concepts in the formation of the Exploratory College and need to receive further attention." The faculty members cited in that report also suggest, "We have not done enough specifically to help students toward vocational goal decisions." More recently, although one faculty member feels he has "helped a few individual students to define their goals," most others freely admit that attempts at career exploration have not succeeded. The original members generally feel that the college has "slid off its central idea." One of them said, "I had an idea that a person could find out whether he

wanted to be a mechanic or whatever, but apparently this is not being done."

The minimal success in students' exploring career possibilities is apparently of some concern to Rio Hondo faculty members who are not involved in the Exploratory College. Only five of 79 staff members in the regular college felt that the Exploratory College was helping students define their vocational goals and only eight felt the program was helping students know more about career alternatives. Granted that, by their own admission, many outside faculty members know little about what is actually going on in the Exploratory College, this is still a major indictment of this function. Student reactions corroborated it with only 32 percent of the first year group responding positively to the question, "Did your experiences in the Exploratory College help you come closer to making a career choice?" However, on a more hopeful note, 83 percent felt their experiences in the College had helped them "become more self-directed." Apparently, although many students answer they have been helped to find their own direction generally, this does not translate into a feeling of being helped to decide on a career.

One clue to the apparent failure of the Exploratory College to fulfill its originally stated purpose of assisting students in making career choices may be discerned in the pattern of staffing and curriculum development. Because the Exploratory College is staffed primarily by people with interest in communications, humanities, and social sciences--academicians all--the curriculum emphasis has tended away from technical and occupational studies. Development of the idea of the work world suffers by comparison. As one staff member put it, he "expected the Exploratory College to be more practical but it has become more theoretical and ephemeral."

The intent to build mini-courses and to develop modular scheduling was more successful. One faculty member indicated, "The only real advantage of the Exploratory College was the flexibility of timing and scheduling" that the college pattern afforded. Another feels he has accomplished much more with his students because he has been allowed to run on with his classes rather than forcing everyone to leave at the sound of a bell. Seventy-three percent of the first-year students felt they were able to function comfortably within the flexible scheduling arrangement. However, flexible scheduling has caused problems because classes overlap with each other and with those in the regular program, thus leading to scheduling difficulties. And although the faculty generally approve of the modules, some feel that a sense of community among Exploratory College students and faculty members is lost when there is no class that everyone attends at the same time.

The Exploratory College marking pattern was established so that students would never have to suffer failing grades. There seems to be little difficulty in maintaining an "A, B, C, No credit" arrangement. Ten faculty members not involved with the Exploratory College have suggested that it should return to an A, B, C, D, F, grade marking pattern, but none of the people who have been involved follow along with this reasoning. Several students have indicated they like the lack of pressure for grades.

Similarly, the informality in classroom arrangement has widespread appeal. Students report they feel more involved with their fellows and with their instructors in the informal arrangements. Those faculty members who have taught in these circumstances seem to enjoy them as well. However, a few of the regular college staff expressed extreme

displeasure at the spectacle of barefoot students sitting on pillows in class. Obviously, there is a definite line of demarcation between instructors and students who like to work in traditional, formal classrooms where the patterns of interaction are more apparently structured and those who like the sense of freedom obtained in the informal classroom. Sizable numbers of both students and faculty feel more comfortable in one situation than the others. One problem in maintaining the informal classroom atmosphere with anyone talking any time he wishes has been occasioned by the paucity of space available to the Exploratory College. Some instructors commented that with three or four classes going on in the same general area, confusion and interruption frequently result.

The idea of the curriculum as being community-related was achieved only minimally. Student groups did meet together with faculty members in off-campus locales and students have been encouraged to discuss family problems in their classes. However, there is little indication that this pattern is different from that which obtains in many regular courses. The idea of community service with students participating actively in a number of off campus volunteer programs, which was discussed in the early planning stages, did not develop.

Student input to curriculum and instructional planning has taken various forms. The planning committee that set up the Exploratory College originally included students who participated in the committee's deliberations. In the Exploratory College itself, students help plan seminar topics and assist in deciding on guests to be invited. Both the orientation sessions and the courses themselves are well suited for this type of student input. In addition, the students devise learning contracts for themselves, which has the effect of being an individual instructional

plan. Here again some students thrive under this type of involvement and enjoy participating in contract learning and in deliberations on course content, while others take a dim view.

In sum, the Exploratory College should be awarded an "A" for informal teaching, modular scheduling, and non-punitive grading; a "B" for inter-disciplinary course construction and student input to curriculum planning; a "C" for its efforts in assisting students to plan careers; and "No Credit" for community service.

Conclusions and Recommendations

A shortcoming of many ventures in education is that the planners feel they must promise to solve, or at least mitigate, numerous types of problems in order to gain initial approval and continued support for their project. These promises apparently are made so that competing ventures can be superseded and/or so that the various groups represented by members of the planning committee can be satisfied. Subsequently, disillusionment sets in when the supporting agencies and/or the client populations realize that most of the problems the project promised to solve are still present.

This is not exactly the case with the Exploratory College; however, some parallels can be drawn. According to the planning documents and, perhaps more important, the perceptions of the trustees, administrators, and faculty at Rio Hondo College, the Exploratory College was supposed to have all of the following purposes: It was to lead students to make career choices, gain personal development, understand the relationships among academic disciplines, participate in their community, explore various academic paths, and learn what they would in an unpressured environment. It was to offer faculty a chance to develop new forms of curriculum and instruction, operate in a compatible environment with a sense of close colleagueship, and demonstrate and disseminate new ideas to the campus. All these functions were expressed repeatedly.

Some people affiliated with the College or looking in on it seize upon one or another of these purposes and see the Exploratory College as failing to deliver according to their expectations. However it seems quite obvious that no matter how successful the College might be in two or three or even a half-dozen of these activities, it must fail to meet every expectation. As an example, the Exploratory College has allowed

students to explore various academic avenues but it has to a lesser degree led them to make career choices. Thus, to those people who expected the College to have career guidance as a main function, it has failed. There is no way to reconcile this problem except to point it out for what it is: no matter how well planned, staffed, and supported, no academic enterprise can satisfy fully a plethora of expectations.

Actually, the Exploratory College has not done badly in this regard. Most of the Rio Hondo faculty, staff, and board members realize that it was not really going to prove the answer to all academic ills but was to explore some alternatives. Hence the College is not held in particularly bad repute. Quite the contrary--one finds a good deal of sympathy, support, and recognition for the way the staff of the Exploratory College has tried to work out their venture.

The Exploratory College was planned at a time when many students and faculty on every campus were articulating vigorously the need for a place for "dialogue," a "relevant" environment, one that would satisfy their desire for immediate conversation, "good feelings," and "vibes." Although Rio Hondo College was not afflicted with an excess of this type of verbalized dissatisfaction with traditional educational forms, the demand for alternatives can be reflected in the Exploratory College plans and procedures. The College has projected an image of freedom from authority and responsibility, hence, we can expect that as the number of Rio Hondo students who feel comfortable within this environment waxes and wanes, enrollment in the Exploratory College will increase or decrease accordingly.

This is all by way of saying that student enrollment in the Exploratory College is not tied primarily to specific program offerings.

Rather, it results from changes in student feelings about what they need, the economics of the district that makes more or fewer jobs available to people of college-going age, and the relative attractiveness of alternatives to the Exploratory College itself. The fact that the College has enrolled only between 130 and 150 students per term is not surprising. Only a rare community college has more than 3% of its student body of a type that is attracted to an informal, relatively unstructured educational program. Rio Hondo is no exception. And even by comparison with certain other community colleges in Southern California, its students are conservative in their educational preferences and aspirations. The Exploratory College's success in attracting and satisfying the students it has is, then, all the more to be commended.

In its present form, the Exploratory College is unlikely to expand its enrollment, not because it is unuseful but because, for all its seeming openness and flexibility, it is narrowly based. It has few faculty members and is unlikely to attract more, few courses and is unlikely to build new ones without abandoning the old. By its very nature this type of venture will not attract sizeable numbers of students. Nevertheless a place where even a few students can see their educational aspirations fulfilled may be justification enough.

Cost is not a concern. The Exploratory College was organized and has operated without a budget of its own. One staff member was released for a planning year, hence his salary appears as a cost item; however, the subsequent costs have been picked up as part of the regular budgets of the departments from which the staff members originated. Accordingly, working back from the percent of staff time to the salary schedules, we have determined the following personnel costs for the Exploratory College:

$23,916 for the planning year; $7,401 for the 1972 summer; $68,510 for the 1972-73 academic year; $80,307 for the 1973-74 academic year. To these costs must be added materials and supplies. Apparently, judging from costs and number of students enrolled, the Exploratory College costs differ little from those generated in the regular academic programs.

It would be possible to block sizeable numbers of students into the Exploratory College--thus giving it the appearance of a highly successful program--merely by making an Exploratory College experience mandatory for all students who fail to declare their major upon matriculation. This step might well be considered as one alternative but it would demand a focus on assisting students in making academic and career choices and a concomitant turn away from the present emphasis on informality for all.

The Exploratory College differs from many experimental colleges within colleges in certain important ways. One that is notable: although students were represented on the planning committee and although students are consulted about curriculum and instructional alternatives, the Exploratory College is primarily a faculty venture, a place where instructors feel they can try different preferred techniques and be free of the rigidities that afflict them in their regular departments. There never was a ground swell of student clamor for the Exploratory College and one gains the feeling that few students would feel their education was severely diminished if the College were abandoned.

Similarly, the Rio Hondo faculty does not appear to include a sizeable number of "innovators" champing at the bit, suffering under restrictive administrative dictates. Quite the contrary--the faculty tends to reflect the traditional attitudes of the students. The Exploratory College has been extremely useful for those few faculty members who have taken

advantage of it in that it has allowed them to try out their ideas. More than any other group, they would suffer a loss if the College were to close its doors.

The idea that the Exploratory College would spin off new curriculum patterns and instructional forms to be picked up by the faculty in the regular programs is weakly founded. The diffusion of new techniques in education takes many forms--ideas are disseminated through textbooks, subject area conventions, consultants, and the professional literature--however, instructors only rarely accept ideas from colleagues outside their immediate teaching field. Although some of the original enthusiasts for the Exploratory College saw it acting as a catalyst that would in time change programs and practices on the entire campus, this wish is not to be fulfilled. A faculty and student body satisfied with the present system is not likely to seize upon ideas tested by a few of their fellows. On the contrary, many faculty express resentment at the implication.

The Exploratory College could be a place where ideas are tried out and then incorporated into the regular program, but it would do this successfully only if a number of different instructors were involved, working out their <u>own</u> ideas, and then bringing them back to their own classes. This suggests frequent change in staff so that more instructors would be involved for shorter periods of time. A "sabbatical-in-instruction-in-residence" plan could be tried which would enable instructors to take a semester or a year at the Exploratory College with the understanding that they would introduce their own favored forms of instruction. This would have the effect of maximizing the Exploratory College as a disseminator of ideas, but it would be difficult to maintain a core program or guiding ethos to serve students. To work well, this type of Exploratory

College would have to be nearly totally labile in its curriculum and instructional forms. Nevertheless it would satisfy the problem of maintaining faculty enthusiasm.

The question of directorship for the Exploratory College has come up during the course of this evaluation and should be mentioned even though the director has recently resigned. In the early stages of a new program, the director has maximum influence. He selects the staff, sets guidelines for the programs, negotiates for facilities and materials. As the program evolves, his influence becomes less pronounced as staff, support, and procedures become more nearly fixed. The first director of the Exploratory College, in on the planning from the start, emphasized informal instruction and the other aspects of the program that have become its hallmark. Although one can argue that the basic concept of an Exploratory College demands change in the director and in the faculty, a new director would have to adjust to the staff and the program as it is or be faced with dissidence and staff turnover. In short, a new director would alone make little difference unless other influential people and groups on the campus saw the desirability of change. However, a director more skilled at obtaining internal and external support for the program might be able to solidify the Exploratory College around some aspects of its present form.

The board and the president are apparently committed to the idea of there being some type of Exploratory College at Rio Hondo, however, other forces tend to mitigate general faculty support for new ventures. Primary among these is the faculty fear of being out on a limb with a new program when layoffs are threatened because of general enrollment declines. The traditional departments seem safer to them in the face of this development.

Unless the board and the president make certain definite commitments to retain faculty members even if the Exploratory College were to fail, new staff may be less than willing to commit themselves.

The board might consider formalizing its verbal commitment to experimentation at Rio Hondo through a resolution setting forth a plan for several exploratory programs, each with its own budget and guarantees of staff reemployment. Or the board might adopt a ten-year plan for successive exploratory colleges, to be organized first around one theme, then another, showing that its commitment to experimentation would continue regardless of the success of any one venture. Some action of this type will be necessary if an experimental program that demands a sizeable commitment on the part of an individual faculty member is to continue to attract candidates.

The idea of an exploratory college as a continuing renewal area is certainly commendable,but certain caveats must be observed. If the intent is to establish an open-ended experimental program where people can try various types of educational forms without precise goals, there must be a strict pattern of faculty and student recruitment and selection. Failing this, homogeneity is inevitable. Like-minded staff and students cluster and work out a program that seems best to them. This leads others to perceive a parochial operation and consequently to refuse to lend support.

Voluntary enrollment on the part of students and staff can be maintained, however, if the planning group has defined precise objectives, accountability measures, and time constraints. Under this design the faculty who participate understand exactly what they are required to fulfill and set their programs accordingly. However, time and funds for deliberate staff training must be provided. It is not enough to allow

the staff released time to grope in the general problem area; an expert in the field of concern must design and implement a staff training program. The board and the administration can hold them responsible for their effects. Understandably quite a different type of faculty member and student is attracted to a program with clearly defined goals to which, they understand, they are expected to adhere. Nevertheless such a plan might well be considered as one type of exploratory college.

Another aspect of the Exploratory College worthy of re-consideration is the current pattern wherein the staff administers its own program while both teaching and counseling its students. Nothing in the original plans suggests that the few staff members involved would be called upon to engage in these three distinct types of activities. It is quite likely that some of the faltering enthusiasm--indeed, fatigue--felt by the staff during the second year of the program's operation is due to their carrying a burden for which they were not prepared. A more precisely defined exploratory college might well allow for role differentiation and a rotation of tasks.

The Exploratory College does not project an image of an experiment in curriculum and instruction. It set certain process goals for itself (providing informal instruction, nonpunitive grading, etc.) and has achieved all of them to some degree. However it did not develop the type of product- or outcome-oriented goals necessary for evaluation as an experiment in classic terms. Failing the development of these types of definite outcomes against which the enterprise can be assessed, it would be untoward of us to recommend maintenance, modification, or replacement of the Exploratory College as it is. However we can here propose several possible types of exploratory colleges, each with its own distinct instruc-

tional form and each possibly in competition with the others for students and the development of ideas.

One of these alternatives might well be a carefully designed experiment in curriculum and instruction with its own clearly articulated specific instructional objectives and its own processes of collecting data on its effects on its students and staff members. This would mean an exploratory college that would establish a liaison with an instructional research office to get aid with the construction of objectives and data collection and analytic procedures. Pre- and post-testing, student follow-up, and carefully controlled curriculum and instructional treatments would be a part of such an enterprise. Also a part would be the continuing dissemination of short- and intermediate-term effects so that the college and the community could be kept apprised of outcomes. The director of such a type of experimental program should be someone who is quite conversant with the concept of defined outcomes, who believes in the utility of the concept, and who can assist other staff members in translating their own ideas into this language.

Another form of experimental program might see one or more ventures developing around disciplinary areas, a pattern similar to the cluster college or "house plan" in which students and staff members who are interested in studying health sciences or liberal arts or social sciences work together in their own area. This type of program is most suitable for the diffusion of ideas into the regular departments, because it is in fact constructed and maintained by people from common curriculum areas. But it seems not exceptionally well suited to Rio Hondo--or to any other community college for that matter--because so few of the entering students are certain of their curriculum interests, and because they drop in and

drop out repeatedly, thus mitigating program continuity.

An experimental program in career exploration could be built. This would be centered neither on vocational-technical or occupational training nor on the humanities or any other disciplinary block. Instead it would teach the idea of the work world--what it means to be a citizen functioning in an industrial and/or a post-industrial society. Its curriculum and instructional forms would emphasize how one maintains himself and how this relates to his own personal preferences. It would include elements of the relationship of humanistic thought to work and discussions and exemplars of art in the work place. Demonstrations, simulated exercises, and actual practice would be part of the instructional plan. Students and staff members would be screened for entry to the program; it could not be operated on a voluntary enrollment procedure.

If occupations are to be stressed, a program that would put students together with faculty in actually designing the continually needed new types of occupational curriculums could be built. Here would be a corps of staff and apprentices working with off-campus enterprises to determine new types of training needs and setting up the programs--off campus if necessary. This type of community involvement occupational program would have the students learning about different occupations not only by studying or working in them, but also by designing the programs necessary to train <u>other</u> people to work in them. Students thus into curriculum design would actually be learning an occupation at the highest level. This type of program would also be useful in helping gain public support for the college as the occupational curriculum design teams worked with business and industrial groups in assisting them to devise their own training programs.

Another form of exploratory college might be a program organized on modular, current interest courses. Here the students would not enroll in the exploratory college as such. Instead the program would arrange short courses, intensive lecture series, and other types of self-contained events. Students from the regular programs would be encouraged to participate in these mini-courses rather than to become exploratory college students wholly. This pattern would build upon some of the current exploratory college emphases, but it would have the major distinction of being a "disposable" curriculum with short courses standing or falling on their own merits. A joint student faculty committee could operate this type of program, defining areas of current interest and arranging for the short courses to be offered. The program would allow for intensive study in certain fields for certain groups of students, shifting from women's studies to programs for the aged to any number of other specialized areas. Some juggling in registration and course credit procedures would be necessary so that students could get fractional credit. This type of program would have the advantage of allowing students to gain credit just for the time they are in attendance, allowing them to drop in and out of the college without penalty. Advance enrollment would not be a requirement.

These are but a few of the ideas for alternative types of experimental colleges that could be constructed. In the course of conducting this evaluation we spoke with many Rio Hondo staff members who had ideas for experimental programs. Accordingly it should be possible to appoint a committee to study alternatives and to make proposals to the board. The charge to the committee should be to explore thoroughly the desirability of one or another experimental form with the admonition that no program can satisfy a plethora of disparate aims. The committee must choose

against competing alternative ideas, not attempt to reach a consensus that would only partially satisfy many and leave itself open to criticism for satisfying none fully.

Several of the problems that have plagued the Exploratory College are common to all community college programs. We speak here of the difficulty of maintaining program continuity in the face of a student population that drops in and out of college, and the necessity of rotating staff in order to ensure the dissemination of ideas, to name but two. The Exploratory College is remarkable in that it has dealt with these problems through persistent effort and maintained its program balance and usefulness. It is an ambitious effort, one that has succeeded by the fact of its continuity. To launch a college within a college de novo with minimal budget and minimum support from the faculty at large is noteworthy in itself. The project could never have been engaged satisfactorily without the genuine approval of the board, the president, and the vice president for instruction. Nevertheless, if the Exploratory College is to be continued in its current or some alternative form, the support must be evermore vigorous. It is always the new venture that is called upon to prove itself while the older established programs tend to survive without critical examination.

Appendix A

TO: Members of the Faculty

FROM: President of the College

SUBJECT: Exploratory College Evaluation Questionnaire

As I am sure most of you know, we have retained Dr. Florence B. Brawer and Dr. Arthur M. Cohen of UCLA to evaluate the Exploratory College in its second year of operation.

As part of their very thorough study, they are seeking the opinion of the members of the general faculty as an aid to evaluating the Exploratory College.

I doubt it will take more than five minutes to complete the attached questionnaire and I would be grateful if you would fill it out and return it to the campus mailroom.

Your immediate attention to this matter will be greatly appreciated.

Walter M. Garcia

RIO HONDO COLLEGE FACULTY AND STAFF SURVEY N=79

We are conducting an evaluation of the Exploratory College and would like to have your attitudes toward this operation. Please take a few moments to respond to the following questions. Check all that apply.

* * * * * * * * * * * * * * *

As compared to the regular program, the Exploratory College 1) is or 2) should be helping students do the following (Please check one in each column.)

Is	Should Be	
1a 5	2a 47	Define vocational goals.
b 13	b 45	Define academic goals.
c 27	c 36	Gain personal development.
d 36	d 28	Encourage academic independence.
e 23	e 35	Gain a broad general education.
f 7	f 31	Participate in community services.
g 11	g 48	Develop better study habits.
h 8	h 47	Know more about career alternatives.
i 21	i 2	Mark time.
j 22	j 39	Adjust to college.

The Exploratory College would be better if it would (Please check one.)

3a 23 Offer a wider range of courses.

b 9 Enroll more students.

c 27 Involve more faculty members.

d 3 Be located nearer the student center.

e 0 Be located completely away from other students.

f 17 Fold up.

g 10 Offer grades A, B, C, D, F.

h 10 Give only Pass/No pass credit.

i 3 Provide a two-year rather than shorter

What should the role of the Exploratory College be within Rio Hondo College? The Exploratory College should be a place

4a 46 To try out different instructional techniques.

b 53 To try out different curriculum patterns.

c 10 To park students who don't know what program they would like to enter.

d 6 Apart from and essentially unrelated to the regular program.

e 19 For students to upgrade skills preparatory to their being enrolled in the regular college program.

f 23 For students to upgrade skills while they are enrolled in the regular program.

In comparison with students in other Rio Hondo programs, do you think students who enroll in the Exploratory College are

	More	Same	Less
Motivated	5a 11	b 27	c 20
Intelligent	6a 3	b 49	c 4
Goal-directed	7a 3	b 16	c 37
Interesting	8a 11	b 37	c 5
Creative	9a 13	b 34	c 7
Community-minded	10a 5	b 36	c 10
Studious	11a 1	b 31	c 23
Mature	12a 5	b 26	c 25

OVER

In comparison with students in other Rio Hondo programs, do you think students who have spent a semester or more in the Exploratory College are

	More	Same	Less
Motivated	13a 15	b 30	c 9
Intelligent	14a 3	b 43	c 5
Goal-directed	15a 12	b 25	c 14
Interesting	16a 11	b 32	c 4
Creative	17a 14	b 32	c 3
Community-minded	18a 13	b 31	c 6
Studious	19a 5	b 31	c 15
Mature	20a 9	b 29	c 13

In what ways has the Exploratory College influenced your own work? Has it led you to:

21a 2 Revise an entire course

b 5 Revise a portion of a course

c 4 Change a teaching practice

d 11 Be more sure of your own activities

e 2 Take a different attitude towards students

f 57 It has had no effect on me.

During the academic year, approximately how many hours per week do you spend in:

	0-3	4-6	7-10	11-14	15+
Scheduled classes	22a 7	b 8	c 2	d 16	e 43
Other work with students individually or in groups	23a 4	b 30	c 19	d 6	e 16
Preparing for classes; reading student papers or exams	24a 8	b 14	c 15	d 13	e 27
Committee work and other administrative tasks	25a 25	b 25	c 11	d 3	e 12

If you had a son or daughter in Rio Hondo College, would you recommend that he or she enroll in the Exploratory College?

26a 22 Yes

b 51 No

If the opportunity presented itself, would you like to become more involved with the Exploratory College?

27a 31 Yes

b 36 No

* * * * * * * * * * * * * * * *

If you care to elaborate on your responses or to provide other reactions about the Exploratory College, please leave a note in our box in the mail room or call Arthur Cohen or Florence Brawer at 825-2621 or 825-3931 any weekday between 8:00 and 5:00. We would welcome the opportunity of speaking with you further.

Thank you.

A. M. Cohen

F. B. Brawer

RIO HONDO COLLEGE FACULTY AND STAFF SURVEY

We are conducting an evaluation of the Exploratory College and would like to have your attitudes toward this operation. Please take a few moments to respond to the following questions. Check all that apply.

* * * * * * * * * * * * * * * *

As compared to the regular program, the Exploratory College 1) is or 2) should be helping students do the following (Please check one in each column.)

Is	Should Be	
1a 2	2a 2	Define vocational goals.
b 3	b ___	Define academic goals.
c 5	c ___	Gain personal development.
d 3	d 2	Encourage academic independence.
e 2	e 1	Gain a broad general education.
f 1	f 2	Participate in community services.
g 1	g 1	Develop better study habits.
h 1	h 2	Know more about career alternatives.
i ___	i ___	Mark time.
j 3	j 1	Adjust to college.

The Exploratory College would be better if it would (Please check one.)

3a 3 Offer a wider range of courses.

b ___ Enroll more students.

c 2 Involve more faculty members.

d ___ Be located nearer the student center.

e ___ Be located completely away from other students.

f ___ Fold up.

g ___ Offer grades A, B, C, D, F.

h ___ Give only Pass/No pass credit.

i ___ Provide a two-year rather than shorter program.

What should the role of the Exploratory College be within Rio Hondo College? The Exploratory College should be a place

4a 4 To try out different instructional techniques.

b 4 To try out different curriculum patterns.

c 1 To park students who don't know what program they would like to enter.

d ___ Apart from and essentially unrelated to the regular program.

e ___ For students to upgrade skills preparatory to their being enrolled in the regular college program.

f 1 For students to upgrade skills while they are enrolled in the regular program.

In comparison with students in other Rio Hondo programs, do you think students who enroll in the Exploratory College are

	More	Same	Less
Motivated	5a 4	b 1	c ___
Intelligent	6a ___	b 5	c ___
Goal-directed	7a ___	b 3	c 2
Interesting	8a 3	b 2	c ___
Creative	9a 3	b 2	c ___
Community-minded	10a 2	b 2	c 1
Studious	11a ___	b 4	c 1
Mature	12a 1	b 4	c ___

OVER

In comparison with students in other Rio Hondo programs, do you think students who have spent a semester or more in the Exploratory College are

	More	Same	Less
Motivated	13a 4	b 1	c
Intelligent	14a 1	b 4	c
Goal-directed	15a 2	b 3	c
Interesting	16a 2	b 3	c
Creative	17a 4	b 1	c
Community-minded	18a 2	b 3	c
Studious	19a 1	b 4	c
Mature	20a 3	b 2	c

In what ways has the Exploratory College influenced your own work? Has it led you to:

21a 2 Revise an entire course

b 5 Revise a portion of a course

c 3 Change a teaching practice

d 1 Be more sure of your own activities

e 3 Take a different attitude towards students

f ___ It has had no effect on me.

During the academic year, approximately how many hours per week do you spend in:

	0-3	4-6	7-10	11-15	15+
Scheduled classes	22a ___	b 1	c ___	d 2	e 2
Other work with students individually or in groups	23a ___	b 2	c 3	d ___	e ___
Preparing for classes; reading student papers or exams	24a ___	b 1	c 1	d ___	e 3
Committee work and other administrative tasks	25a ___	b 2	c 2	d ___	e 1

If you had a son or daughter in Rio Hondo College, would you recommend that he or she enroll in the Exploratory College?

26a 4 Yes

b ___ No

If the opportunity presented itself, would you like to become more involved with the Exploratory College?

27a 3 Yes

b 1 No

* * * * * * * * * * * * * * * * * *

If you care to elaborate on your responses or to provide other reactions about the Exploratory College, please leave a note in our box in the mail room or call Arthur Cohen or Florence Brawer at 825-2621 or 825-3931 any weekday between 8:00 and 5:00. We would welcome the opportunity of speaking with you further.

Thank you.

A. M. Cohen

F. B. Brawer

Appendix B

RIO HONDO COLLEGE STUDENT SURVEY

This questionnaire is designed to help in understanding how well your college experiences meet your present needs and aspirations. Your responses to it will be treated confidentially and will be used only in statistical summaries that will not in any way reveal your identity. It will not form part of your college record. However, the information that is so derived will help in planning programs and experiences that are meaningful to students.

Please complete this inquiry as quickly and as accurately as possible, according to the directions given for the various items. We hope that you will respond to all items. However, if there are some that you prefer not to answer, just go on to the next.

Your opinions, experiences, and feelings do matter. We thank you for responding to this questionnaire and hope that it will be interesting to you.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE AS SOON AS POSSIBLE

THANK YOU

RIO HONDO COLLEGE STUDENT SURVEY

This questionnaire is designed to help in understanding how well your college experiences meet your present needs and aspirations. Your responses to it will be treated confidentially and will be used only in statistical summaries that will not in any way reveal your identity. It will not form part of your college record. However, the information that is so derived will help in planning programs and experiences that are meaningful to students.

Please complete this inquiry as quickly and as accurately as possible, according to the directions given for the various items. We hope that you will respond to all items. However, if there are some that you prefer not to answer, just go on to the next.

Your opinions, experiences, and feelings do matter. We thank you for responding to this questionnaire and hope that it will be interesting to you.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE AS SOON AS POSSIBLE

THANK YOU

RIO HONDO COLLEGE STUDENT SURVEY

What is your age?

1-2_____

Are you a

3a_____ Male
b_____ Female

Are you

4a_____ Single
b_____ Married
c_____ Separated
d_____ Divorced
e_____ Widowed

Do you have any children?

5a_____ No
b_____ Yes

If yes, how many?

6a_____ 1
b_____ 2
c_____ 3
d_____ 4
e_____ 5
f_____ 6 or more

How many hours are you employed weekly? Check one.

7a_____ None
b_____ 1-10
c_____ 11-20
d_____ 21-30
e_____ 31-40
f_____ more than 40

How many schools did you attend before the 10th grade?

8a_____ 1
b_____ 2
c_____ 3
d_____ 4
e_____ 5
f_____ 6 or more

How many schools did you attend from grades 10-12? Check one.

9a_____ 0
b_____ 1
c_____ 2
d_____ 3
e_____ 4
f_____ 5
g_____ 6 or more

Have you ever been in the military service?

10a_____ No
b_____ Yes

If yes, how long?

11a_____ 1-4 years
b_____ 5 or more years

How many semesters have you been enrolled in any college?

12a_____ 1
b_____ 2
c_____ 3
d_____ 4 or more

How many units are you carrying?

13a_____ 11 or fewer
b_____ 12 or more

How many hours do you spend in study outside the classroom?

14a_____ 0-5
b_____ 6-10
c_____ 11-15
d_____ 16-20
e_____ more than 20 hours weekly

Compared to last year, the number of hours you spend in study outside the classroom has

15a_____ Increased
b_____ Decreased
c_____ Stayed the same

What is your ethnic background?

16a_____ American Indian
b_____ Black or Negro
c_____ Mexican-American or Spanish Surname
d_____ Other White
e_____ Oriental

About how many books were there in the home in which you were raised? Check one.

17a_____ 0-10
b_____ 11-25
c_____ 26-100
d_____ 101-200
e_____ over 200

People attend college for many different reasons. Why did you choose Rio Hondo College? Check as many items as apply to you.

18_____ My best friend goes here
19_____ I hope to get my grades up and enter a four-year college or university
20_____ I can work and go to school at the same time
21_____ My parents wanted me to come to this school
22_____ I like the social life associated with this campus
23_____ Financial reasons
24_____ To learn a technical skill

If you had complete choice, what kind of school would you most like to be attending now? Check one.

25a_____ A state college
b_____ A university
c_____ Rio Hondo College
d_____ Another community college
e_____ Technical or professional school
f_____ I couldn't care less
g_____ None

Which of the following do you think that you will do in the next two or three years? Check those that apply.

26_____ Get married while in college
27_____ Select a major field
28_____ Make a career choice
29_____ Get an A.A. degree
30_____ Join a social club
31_____ Drop out of Rio Hondo temporarily
32_____ Drop out permanently
33_____ Transfer to another college before graduation
34_____ Transfer to another college or university after obtaining an A.A. degree

How far did your parents go in school and how far do you expect to go? Please check one space in each column that best represents the highest educational level attained for your father, your mother, and the level you hope to attain.

Father	Mother	You	
35a_____	36a_____	37a_____	No school
b_____	b_____	b_____	Grade school
c_____	c_____	c_____	Finished grade school
d_____	d_____	d_____	Some high school
e_____	e_____	e_____	High school diploma
f_____	f_____	f_____	Some college
g_____	g_____	g_____	Vocational or technical training after high school
h_____	h_____	h_____	A.A. degree
i_____	i_____	i_____	Bachelor's degree
j_____	j_____	j_____	Master's degree
k_____	k_____	k_____	Doctorate (Ph.D., Ed.D., D.Sc.)
l_____	l_____	l_____	Professional degree (LL.B., M.D., D.D.S.)
m_____	m_____	m_____	I have no idea

Facilities, policies, requirements, attitudes, etc. differ from one campus to another. What would you like to be characteristic of this campus? If the statement describes a condition that you think is or you would like to be true, make a check in the appropriate box.

38_____ Rio Hondo offers many really practical courses, such as typing, report writing, etc.

39_____ Many students play an active role in helping new students adjust to campus life.

40_____ The instructors go out of their way to help you.

41_____ This school is really friendly.

42_____ Students are encouraged to criticize administrative policies and teaching practices.

43_____ This school offers many opportunities for students to understand important works in art, music, drama.

44_____ Students are actively concerned about national and international affairs.

45_____ Many famous people are brought to campus for lectures, concerts, etc.

46_____ Students ask permission before doing something different from common policies or practices.

47_____ Most courses are a real intellectual challenge.

48_____ Students set high standards of achievement for themselves.

What do you think your college major will be? Check one, please.

49a_____ Physical Sciences or Math
b_____ Biological Sciences
c_____ Social Sciences
d_____ Foreign Language
e_____ Humanities
f_____ Arts
g_____ Technical
h_____ Engineering
i_____ Commercial (secretarial/clerical)
j_____ Business Administration
k_____ Education
l_____ Health Services
m_____ English
n_____ Don't know

When did you decide on your college major? Check one.

50a_____ 6th grade or earlier
b_____ 7th through 9th grade
c_____ In high school
d_____ After high school but before college
e_____ I still don't know

How definite is your choice of major? Check one.

51a_____ Very definite
b_____ Fairly definite, but still considering other possibilities
c_____ Have some ideas but could use some help in deciding
d_____ Not sure

How do you see yourself when compared with the average community college student? Check all of the following traits on which you think you are above average.

52_____ Academic ability
53_____ Ambition
54_____ Emotional maturity
55_____ Originality, creativity
56_____ Understanding of others
57_____ Understanding of self
58_____ Participation in community activities (e.g., political campaigns, church, social clubs)

When compared with the average community college student, what do you think your chances of future success will be? Please check one.

59a_____ Better
b_____ Same
c_____ Not as good

What would you like to be doing five years from now? Please check all that apply.

60_____ Holding down a good job
61_____ Just loafing with no worries about money or other responsibilities
62_____ Preparing for a profession (e.g., law, medicine, academic requiring a doctorate)
63_____ I haven't the faintest idea

What do you think will be your career or occupation? Check one, please.

64a_____ Artist, musician, actor, etc.
b_____ Businessman
c_____ Clergyman
d_____ College teacher
e_____ Doctor (M.D. or D.D.S.)
f_____ Education (Secondary school)
g_____ Elementary teacher
h_____ Engineer or technician
i_____ Farmer or forester
j_____ Health professional (non-M.D.)
k_____ Lawyer
l_____ Nurse
m_____ Research scientist
n_____ Other
o_____ Undecided

If you have a goal in mind, how do you feel about your chances to achieve it? Check one.

65a_____ I am sure I will
b_____ I don't believe I will
c_____ Sometimes I'm sure I will but then I get worried and am not sure
d_____ Even if I achieve it, so what?
e_____ Yes, but when I achieve this goal, I'll have to go on to another

How much do you worry about choosing a career? Check one.

66a_____ I don't
b_____ A heck of a lot
c_____ Somewhat
d_____ It bothers my folks more than it does me
e_____ I don't see what kids get so up tight about; I can always get a job

Please classify each of your parent's occupation by checking the categories that fit best. Check one in each column.

Father	Mother	
67a_____	68a_____	Professional 1 (typically requiring a doctorate or advanced professional degree--such as doctor, professor, etc.)
b _____	b _____	Professional 2 (typically requiring a master's degree or some professional training beyond college--such as teacher, engineer, accountant)
c _____	c _____	Managerial or executive (banker, manufacturer)
d _____	d _____	Semi-professional or technical (programmer, lab technician, dental assistant)
e _____	e _____	Public official or supervisor (councilman, police official, for example)
f _____	f _____	Small business proprietor or farm owner
g _____	g _____	Sales or skilled clerical (such as department store salesman, stock clerk, secretary)
h _____	h _____	Semi-skilled or general labor (such as machine operator, farm laborer, construction worker, etc.)
i _____	i _____	Housewife

If your mother is working outside the home, do you think she would prefer to

69a _____ Continue to work
b _____ Stay at home
c _____ I don't know

How close would you say you have been to your father? Your mother? Check one in each column.

Mother	Father	
70a ____	71a ____	Extremely close
b ____	b ____	Quite close
c ____	c ____	Somewhat close
d ____	d ____	Not very close

Basically, regardless of sex, which parent do you think you are more like? Check one, please.

72a _____ Father
b _____ Mother
c _____ Neither
d _____ Don't know

How do your parents react to your thinking? Check those items that you believe most closely approximate their feelings.

101 _____ They don't take my ideas very seriously.
102 _____ They feel I am mistaken in my opinions but think that I will get over them.
103 _____ They feel I am mistaken in my ideas and seriously doubt whether I will ever "return to the fold."
104 _____ They take my ideas seriously and respect my differences as reasonable choices.
105 _____ My parents and I rarely or never disagree.
106 _____ I have little communication with my parents.

People differ in the way they think and feel about themselves and others. Some of the items that follow may seem important while others will not. Check those items that appeal to you.

107 _____ All too often the present is filled with unhappiness. It's only the future that counts.

108 _____ Most times I'd just as soon flip a coin in order to decide something.

109 _____ I don't trust to luck in making decisions.

110 _____ Even though we don't know what's happening, we have to plan ahead.

111 _____ I'd rather have $10 right now than $30 a month from now.

112 _____ If I were to apply to another college, I'd choose one that I really want to attend even if my chances of getting in are uncertain.

113 _____ If I were to apply to another college, I'd choose one I was sure I could get into.

114 _____ I prefer to do things on the spur of the moment.

115 _____ My feelings about things and people are easily shown.

116 _____ I try to keep my feelings inside.

117 _____ I can't stay still for any length of time.

118 _____ I find that concentrating is no problem.

It's often difficult to remember one's childhood. However, please check those items that apply to the way you were <u>generally</u> like when you were 10 years old.

119 _____ I was especially quiet, docile, obedient.

120 _____ I had feelings of anger that were so overwhelming that I wanted to run and hide.

121 _____ I felt especially proud of my mother, father, or other member of my family.

122 _____ I felt alone and shut out.

123 _____ I wanted to fight everything out.

124 _____ I had or wished I had a dog, cat, or other animal I could cuddle and care for.

125 _____ I felt that I was often unjustly punished for things I didn't do.

People feel about and relate to others in different ways. In the list below, check all items that apply to the way you <u>usually</u> feel.

126 _____ I find it easy to meet strangers.

127 _____ I feel most of the people I know mean what they say.

128 _____ I feel most people have a hidden meaning in what they say.

129 _____ I enjoy working in cooperation with others in a group undertaking.

130 _____ I prefer not to get involved in groups.

131 _____ I feel that teachers know what they are talking about.

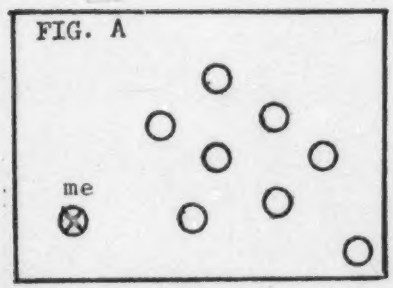
132 _____ I believe that if I work hard things will work out for me.

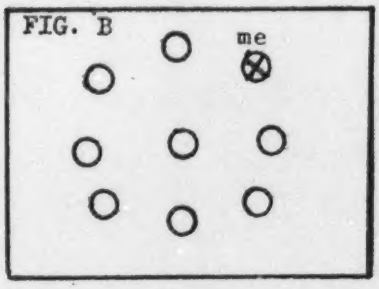
133 _____ I don't think things will ever work out right for me.

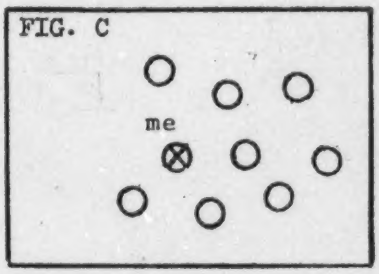
People often feel differently with different groups and in different situations.

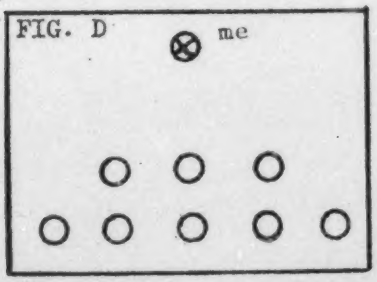
Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please make one check in each row.)

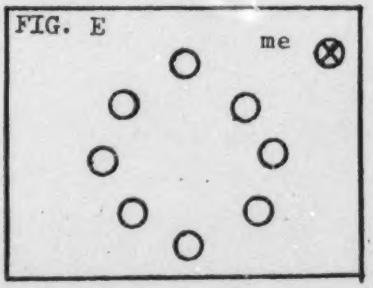
	Fig. A	Fig. B	Fig. C	Fig. D	Fig. E	Fig. F	
134	___	___	___	___	___	___	Most students at this school
135	___	___	___	___	___	___	My family.
136	___	___	___	___	___	___	My gang or group of friends.
137	___	___	___	___	___	___	Student organizations.
138	___	___	___	___	___	___	My teachers.
139	___	___	___	___	___	___	My neighborhood.
140	___	___	___	___	___	___	Other people where I work.

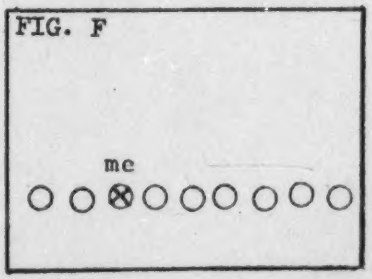












If you are not now or have never been enrolled in the Rio Hondo Exploratory College, why not? Check all that apply.

141_____ I didn't know much about it.

142_____ I felt I could achieve more in the regular program.

143_____ The Exploratory College is for people whose academic and vocational plans are less well developed than mine.

144_____ If I were to start college all over again, I would enroll in the Exploratory College.

If you are or were enrolled in the Exploratory College, check one.

145a_____ The Exploratory College has been a disappointing experience for me.

b_____ The Exploratory College has exceeded my expectations.

If I were to start college over, I would again enroll in the Exploratory College.

146a_____ Yes

b_____ No

As compared to the regular program, the Exploratory College is or should be helping students do the following (Please check one in each column.)

Is	Should Be	
147a_____	148a_____	Define vocational goals.
b_____	b_____	Define academic goals.
c_____	c_____	Gain personal development.
d_____	d_____	Encourage academic independence.
e_____	e_____	Gain a broad general education.
f_____	f_____	Participate in community services.
g_____	g_____	Develop better study habits.
h_____	h_____	Know more about career alternatives.
i_____	i_____	Mark time.
j_____	j_____	Adjust to college

The Exploratory College would be better if it would (Please check one.)

149a_____ Offer a wider range of courses.

b_____ Enroll more students.

c_____ Involve more faculty members.

d_____ Be located nearer the student center.

e_____ Be located completely away from other students.

f_____ Fold up.

g_____ Offer grades A, B, C, D, F

h_____ Give only Pass/No Pass credit

i_____ Provide a two-year rather than a shorter program.

* * * *

And finally, we very much appreciate your reactions to these several items. Thanks for your help.

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Interviews

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